

# National Parent-Teacher

MAR 1 1937

THE ONLY OFFICIAL MAGAZINE  
OF THE NATIONAL CONGRESS  
OF PARENTS AND TEACHERS

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# I didn't know THAT about CANNED TOMATOES



*Yes—and they're as good  
for folks as these ways for  
serving them are popular*

## *for instance . . .*

Canned Tomatoes—and Canned Tomato Juice, as well—are notable for two important reasons. *1st*—they are among the best known sources of Vitamin C; also contribute Vitamins A, B<sub>1</sub> and G. *2nd*—they contribute small but definite amounts of essential minerals such as iron, calcium and phosphorus to the diet.

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### SCALLOPED TOMATOES

Season 1 can of tomatoes with salt, pepper, a few drops of onion juice—and sugar if liked sweet. Cover bottom of buttered baking dish with fine bread crumbs. Fill up with tomatoes and sprinkle top thickly with crumbs. Dot with bits of butter. Bake in hot oven (400°F.) until crumbs are brown. It's delicious!



### TOMATO STEAK

Heat 3 T fat in frying pan. Add 1 normal sized flank steak—well beaten to break the coarser fibres—and sear it brown on all sides. Arrange in

Dutch oven and sprinkle with 1 large onion minced fine, 3 minced carrots, 2 minced white turnips, 2 cups canned tomatoes, 2 tsp. salt and  $\frac{1}{2}$  tsp. pepper. Cover tightly and bake in slow oven (275°F.) for 3 hours. Add water very sparingly, from time to time, to prevent burning. Gravy may be thickened if desired. A small pinch of thyme adds an additional spicy flavor, too. Serves 6. It's an economical dish the family will like.

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**THE ONLY OFFICIAL MAGAZINE OF THE  
NATIONAL CONGRESS OF PARENTS AND TEACHERS**



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# CONCERNING CONTRIBUTORS

MARGARET S. ERNST has contributed a splendid article on a difficult subject—good taste. In "Good Taste Needs Cultivation," she has happily blended several sides of the question—the parents', the teacher's, and the child's. Like most New Yorkers, Mrs. Ernst was not born there. She comes from Mississippi. She came east to Wellesley, however, returning after college to do reporting and feature writing for the *New Orleans Times*. For the past seven years she has taught etymology and been librarian at City and Country School, New York City. She is co-author of a book for young children, *The Iron Horse*, and author of *Words*. She has three children. Her husband, Morris L. Ernst, well-known attorney and author, is also an enthusiast on modern trends in the educational world.

Principal for ten years. My recent trip to Japan as one of fifteen teachers entertained by the Japanese Government has been a most unusual and enlightening experience. I prefer teaching to executive work, believing that the latter involves too little opportunity for constructive educational practice. I vary my teaching of English by gardening, traveling, and hack writing. Somewhere there is always a niece or

methods may fail and others succeed.



Margaret S. Ernst

"Credit for College" will be a very real help to most parents, for it deals with the financial aspect of education. Its author, WALTER J. GREENLEAF, is probably one of the best known authorities on the subject in this country. He is a specialist in higher education in the U. S. Office of Education. Mr. Greenleaf has advised nearly 15,000 veterans for various vocations, and has written a number of government publications of interest to students—*Self-Help for College Students*, *The Cost of Going to College*, and many others. A native of Portland, Maine, he is a graduate of Bowdoin, Princeton, and George Washington.

nephew or gifted student in the offing to be convinced that he can be something if he will but try."

DOROTHY BLAKE, who is well known by now to all of our readers, has the delightful knack of combining wit and charm with a great deal of common sense. This time, Mrs. Blake's contribution, "Scared Cat," concerns itself with some of the tragic misconceptions about cowardice and courage. She discusses building true courage in children, and points out why some

Last fall, we published a special article on gardening and the fun children could have growing annuals indoors during the winter. Now, M. G. KAINS, has added to the story for spring. In "Give Your Child a Garden," Mr. Kains shows how children can be both interested and educated in the fundamentals of successful gardening. This article contains a wealth of sound tips from a life-long gardener who is an expert. He was, for many years, special horticulturist in the United States Department of Agriculture, and lecturer on horticulture at Columbia University.

"Radio as a Source of Home and Community Education," the Parent Education Study Course article, is by B. H. DARROW, Radio chairman for the National Congress of Parents and Teachers. Mr. Darrow is at present with the State Department of Education at Columbus, Ohio. He is an authority on radio in modern education.

MARGARET HOUSE IRWIN, formerly research assistant to Dr. Harry Steenbock of irradiated foods fame, at the University of Wisconsin, has written "Protective Foods for the Family." Here are many helpful tips on what to put into the daily menus, to aid in bringing the family through the tag end of winter in good health.

"The Philosophy of the Parent-Teacher Movement in Rural Communities"—the fourth of a series of editorials on the philosophy of the movement in general—is the work of

WILLIAM MCKINLEY ROBINSON, chairman of Rural Service for the National Congress of Parents and Teachers. Mr. Robinson is well known in the field of rural education. He has done a great deal of lecturing on the subject, as well as outstanding administrative work.

## If You Are Interested In . . .

**The Preschool Child**, see pages 12, 14, 16, 26.

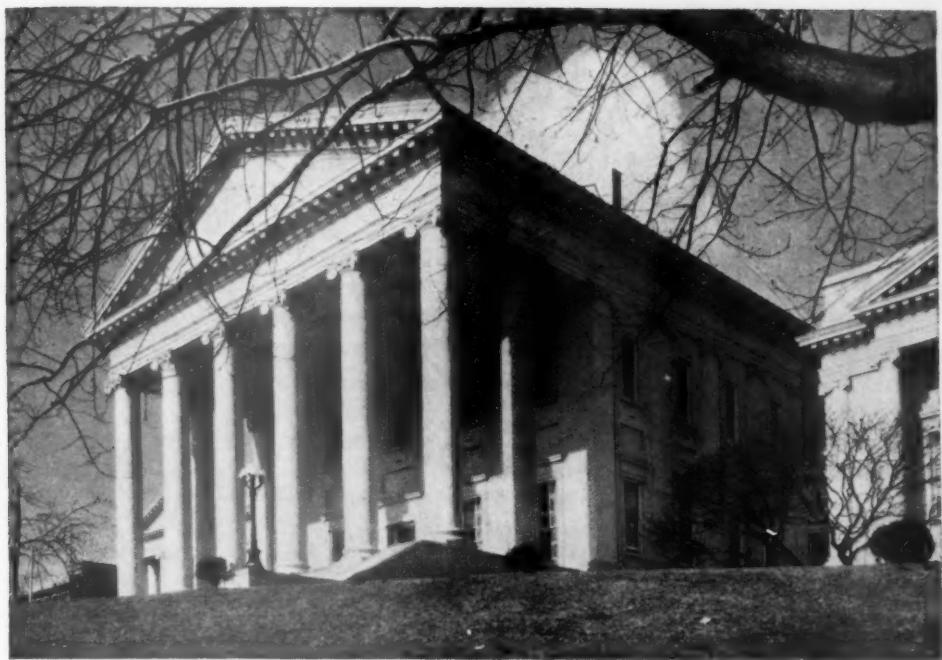
**The Grade School Child**, see pages 6, 12, 14.

**The High School Boy and Girl**, see pages 6, 10, 16.

**Children of All Ages**, see pages 9, 17, 18, 21, 22, 47.

**Home and School Material**, see pages 6, 10, 18.

**P.T.A. Problems**, see pages 3, 5, 6, 18, 24, 38, 40, 44, 45.



The state capitol, Richmond, Virginia

## ON TO RICHMOND

“THE Place of the Home in the Community” is to be the theme of the Forty-first Annual Convention of the National Congress of Parents and Teachers, to be held in Richmond, Virginia, May 3-7, it is announced by Mrs. B. F. Langworthy, National President. Delegates representing a membership of nearly 2,000,000 in more than 25,000 parent-teacher associations are expected to attend the convention.

Convention program plans outlined by the Executive Committee call for development of the theme through addresses and panel discussions, presenting the broad aspects of the subject, at the morning sessions. Specific phases

of the theme as it relates to committee work of the Congress will be developed in numerous conference groups, led by National chairmen of standing committees, each afternoon.

As part of the celebration of the fortieth anniversary of the founding of the National Congress, which is being observed during 1937, each state Congress is being invited to send one or more of its pioneer workers to the National convention. Founders will be honored at a Tree Planting Ceremony on Sunday, May 2.

Election of thirteen new officers will take place on Tuesday, May 4. These officers will include ten vice-presidents, eight of whom must be chosen from

geographical regions prescribed by the National Board of Managers, in accordance with a provision written into the National by-laws at the 1936 National convention. Under the new by-laws, the president, first and third vice-presidents, secretary, and treasurer will be elected for a three-year term; the second, fourth, sixth, and eighth vice-presidents for a two-year term; and the fifth, seventh, ninth, and tenth vice-presidents for a one-year term; only the last group will be eligible for re-election.

A preliminary program is available from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D. C.



Left: The Houdon statue of George Washington, which stands in the capitol.

Right: The Edgar Allan Poe Shrine, one of the several spots in Richmond which bears the imprint of the great poet. This house, erected in 1737, is one of the oldest structures in the city.



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# The President's Message



## The Upper Level

**I**SUPPOSE everyone has within his consciousness an upper and a lower level; sometimes he seems to live on one and sometimes on the other. On the upper, he may have a sense of striving and effort that sometimes becomes a strain ending in discouragement. The one who feels the strain too much eventually slips back into the more effortless plane and finally ends his years as an inferior person. But he who recognizes the strain as a stimulant and who is refreshed by attaining higher things gradually feels less effort and, without realizing it, reaches the upper level of his consciousness and there remains, a superior person. His influence for good is felt as long as he lives.

And so it is with organizations. In our own, for instance, the interest for many years centered in what was kindly spoken of as "the gentle little mother," the phrase gradually coming to mean the uneducated, perhaps mentally undernourished mother who needed greatly the educational material which we could give her.

In the meantime, many thousands of mothers and fathers with college degrees have needed to become better mothers and fathers, for academic education is not designed to teach more intelligent parenthood. These, too, must be considered.

An organization composed mostly of lay members, such as ours, can learn to live on an upper level or it can sink to the lower one. We can uphold our ideals of education for parenthood, of better family relations, of finer community life, thereby building fundamental child welfare. Or we can let ourselves go and spend our lives raising money and buying *things*, with our eyes on the ground, not raised to the stars.

We have talked much about our organization's being the result of a folk movement, and it is. But a folk movement is founded upon a need of the folk for something higher and better, and unless we clearly see our upper level and insist upon living in it, we shall have denied the best in us as the folk.

Is it not important for us to be our best instead of our lower selves in the mass as in individuals? It seems an inescapable conclusion, and I, for one, am willing to defend it.

President,  
National Congress of Parents and Teachers.

# Good Taste NEEDS CULTIVATION



**I**NCE when I was very green as a children's librarian, a group of ten-year-olds came to me and demanded, in Tenth Avenue gangster voices, a murder story.

As I admit, I was green—I didn't know any better—I lost my head—and did just the wrong thing.

"Oh," said I in a shocked tone, "a murder story! We've nothing like that in this school. You're too young for things of that sort!"

The children looked at me with contempt mixed with pity for my soft sappiness. I doubt if my word on literary matters ever carried much weight with that particular group again.

Of course, in a theoretical way I was right. Murder isn't the perfect reading diet for ten-year-old appetites. Reading needn't stop just at the threshold of a child's own experience, or we'd rule out all imagination; but murder even vicariously tasted is a little outside a young child's emotional scope, I hope.

I learned then that you can be right but very, very wrong. You can't influence taste by setting up a concrete dam in its path—the baffled desire will flow around or over, or tunnel underground, and such subterranean seepage is dangerously akin to perversion of taste just as any emotion forced under cover is likely to become perverse.

What you can do is to divert, to point out another stream-bed attractive enough to lure the child's desire along its way. That's what I do now when children of ten ask for murder stories. I've learned never to say, "We haven't them in our school." I never say, "You're too young." Instead I start telling the child about a swell modern mystery story—*The Ship Without a Crew*, by Howard Pease, or Geoffrey Household's *The Spanish Cave*, for example—and most times I am successful in centering his inter-

**MARGARET S. ERNST—teacher, author, and parent—feels that higher standards and less parental worrying can do the trick**

ILLUSTRATIONS BY DOROTHY SEYMOUR RICHARDS

est on something he didn't ask for but which satisfies him equally.

A boy of twelve refused all books except those clashing with armor and red with blood. One day I sat down next to him in the library easy-chairs with Christopher Morley's *Where the Blue Begins* in my hand. I read to myself one of those delicious and tender paragraphs about the pups, Bunks and Grouper and Yelps, and I laughed a little (really almost spontaneously—I was play-acting a bit). John was interested. He looked over my shoulder. He read the passage. Soon he took the book away from me! Swords and scimitars were forgotten. The next book he read was Robert Nathan's *Enchanted Voyage*.

IT takes a grown-up a long time to find out what children like in the way of books; and even longer to find out why. Perhaps children are all born with potential good taste, with a kind of protective discrimination which chooses instinctively the right book for the right ripeness of need. But this potential good taste is tinged by many influences before a child is seven and old enough to come to the school library.

First, there are the picture books his mother or his aunts have given him. They may be simple and true in line and color, suggesting to his baby mind familiarities of everyday life in a new medium. What develops in him, although it is on a two-year-old level, is as surely discrimination as what takes place in an eleven-year-old who discovers more thrill in Masefield's Jim Davis than in the Woolworth stores' Flash Gordons and Buck Rogerses.

Then there are the funnies. Children seem to read them solemnly, without cracking a smile. Why? For the most part, boys and girls don't consider the comic strip comic. They tell me it is rather a continued story and half the

interest lies in the day-after-day renewal of acquaintance with Benny or the weekly visit of the Katzenjammers. I felt that way once about Foxy Grandpa and Buster Brown. Educators and parents frequently condemn all funnies, without themselves discriminating between strips, on the ground of taste: slapstick drawing of grotesque figures; language from the lower levels of slang; sadism inherent in the humor (if any) found in "bopping" some one over the head—the burlesque show technique of being funny through slamming somebody with an inflated bladder.

I would condemn the funnies chiefly because they are dull and really needn't be; and the ever-increasing flock of books of comics because they are ruinous to eyesight. But I am no longer afraid of them and any permanent influence they have on children's discrimination. Boys and girls who read pages of comic strips weekly often turn out the purest and most poetic creative writing of their own.

This prose-poem was written by an eleven-year-old at the City and Country School.

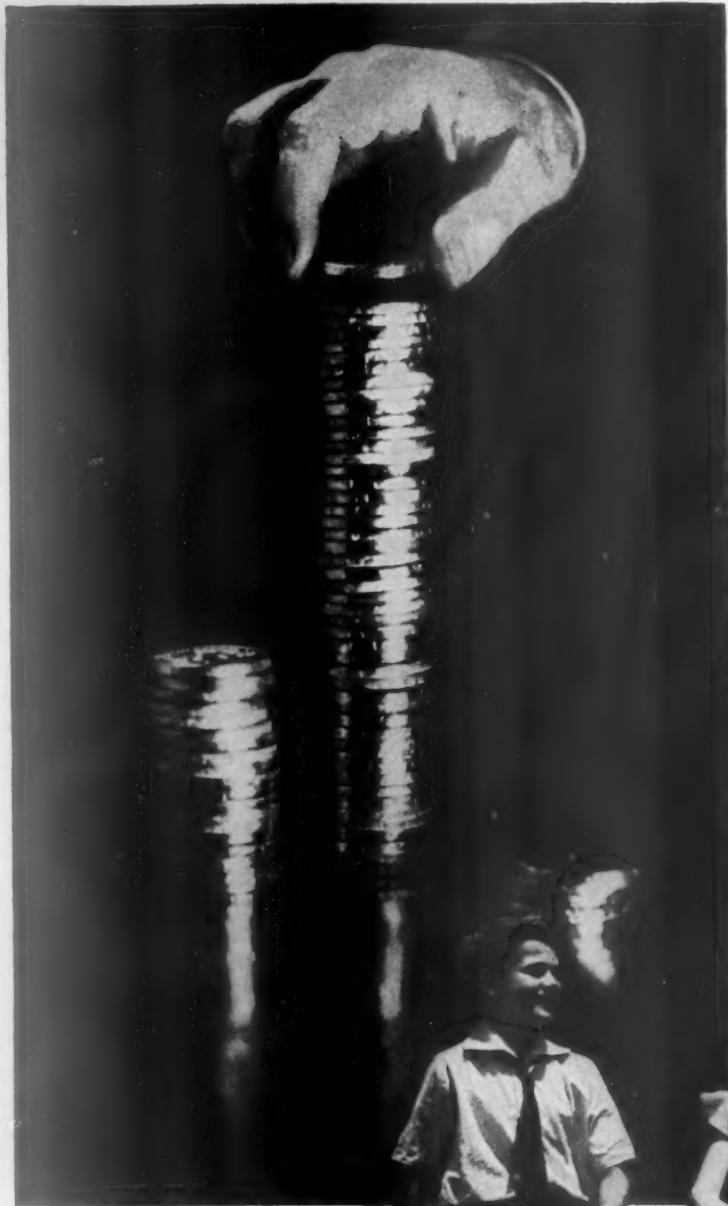
**"QUIET"**

"A deer stepped into an apple orchard with a baby deer. The ground was white, and the deer's hoofprints made a fresh trail for the hunters.

"The deer shook the snow off the leaves of the trees and picked them and dropped them to the ground for the baby who was too small to reach them. She would shake them again, and the light snow would flutter down and settle down on the deer's backs. An old, old apple that had lived for a whole summer now dropped and broke into many rotten pieces. The deer wandered slowly away through the gate, and a sleepy snake unraveled his long, slender body and glided into the stone wall, and the deer wandered on."

The boy who wrote that liked the funnies as (*Continued on page 29*)





PHOTOGRAPHS BY ROLLON F. THURLOW  
AND H. ARMSTRONG ROBERTS

*Wise parents start to build financial credit for their children's college years even before entrance credits are established*

# CREDIT

**S**UCCESSFUL saving for the college expenses of one's children depends largely upon the attitude of parents towards a higher education. Parents who are college graduates themselves usually take higher education for granted; save what they are able, to this end; and urge their children to go to college even at certain material sacrifices. Some parents who are not graduates, yet are able to provide the necessary expense money, urge their children to attend, feeling that the college graduate through his educational experience has certain advantages over his fellows and is better able to compete with others in the world's business. Some may not approve of higher education chiefly on account of the high costs and inability to pay such expenses. It sometimes happens that a parent, who went through college on slender means, believes in saving ample funds for his child's education, while others who had college expenses liberally provided, believe that some contribution from the child is a method of building character.

If a parent is planning to budget his income to save for the college expenses of his young son or daughter, he is considering certain related questions in addition to ability to pay the costs. When my child grows up, will he be interested in college? Will his friends go to college? Do girls have the same opportunity for higher education that boys have? Is college a good investment? Must total college expenses be provided? How much does college cost? What are the best methods of saving for college expenses? Answers to these questions are bound to be on an individual basis, but a brief paragraph on each in turn may at least provoke thought and discussion.

**I**F college expenses are going to be saved, while the child is growing up, it is the parents' duty to stimulate interest in college and to pave the way for important choices that the

# for COLLEGE

by Walter J. Greenleaf

child must make with respect to preparatory work. In the early grades a child's picture of college is very vague, mostly colored by tales of sports and out-of-class activities. In high school, college begins to take on meaning because an early choice must be made between college preparatory work, and other courses. While it is conceded that not every child should attempt to go to college, the final decision cannot be made until college age is approached. If at that time college is believed inadvisable, educational savings may be directed to assisting the youth into technical training for business or the trades. Saving for college, therefore, presupposes the early cooperation of the parents and the child with a sort of half-promise that the child will be aided to go to college if he shows the right attitude toward schools and studies, makes promising marks in school work, and is able to obtain knowledge readily from books.

In planning savings some will be influenced by the number of a child's friends who expect to attend college. Speaking in averages only, one out of every eight of your child's friends will attend college either on family savings, gifts, aids, or the child's own earnings, if the present ratio is maintained of individuals attending college. This means that today over a million of all individuals of college age are receiving a college education, and the number tends to increase annually.

A parent interested in saving for his daughters' college education should know that girls have the same opportunity for higher education today that boys have. While higher education has been provided for women less than 100 years, today four out of every ten college students are women, and women are admitted to all of the 1,700 established colleges and universities with the exception of 220 men's colleges which do not enroll women students.

As an investment for savings, financial reward is only a small part of the return of college. Although a few parents send their sons and daughters to college with a secret hope that large salaries may be claimed later in life; such reasoning is too often fallacious.

The recent depression has revealed to many a college graduate that, while college is desirable training and, other things being equal, a college graduate is often preferred for employment, nevertheless, college is not the avenue to riches and financial gain. Most college graduates, however, find college a good investment, obtain agreeable and profitable employment, take an interest in community affairs, and are generally looked upon as substantial citizens.

**I**N order to save for college intelligently, one must know the cost. No simple statement can be made about the amount of money necessary to be saved for a college education. Briefly, expenses in the more distinguished privately-controlled colleges are often high, although many exceptions to the rule may be found: \$1,000 annually is a reasonable figure in some of the better known of these. In many state-controlled colleges a student can get along on \$375 per college year, while in the larger state universities he will usually need more. Expenses for a girl are usually slightly higher than for a boy. These rough estimates do not include extras, or the cost of clothing, travel, or amusement, but are minimum amounts which should be provided in cash<sup>1</sup>. Therefore, parents who expect to pay college expenses must make available for each son or daughter for a four-year-college period an amount of money which may vary from \$1,600 to \$4,000 and up, depending on the college selected.

If a parent is unable to save the full costs of college, he may expect the son or daughter to contribute his or her part, if in good health, by working afternoons, Saturdays, and during vacations, with a feeling that money so earned is often spent with more caution. Older brothers and sisters who attend college are frequently in a position to aid the younger ones materially

by knowing college opportunities and methods of reducing expenses, and by providing funds. Self-help opportunities are available in most institutions so that students find local work while in college to pay part of their expenses. Scholarships are awarded annually to worthy students on a basis of high grades in school work, competition, and need. State scholarships are available in many states including Arizona, California, Delaware, Florida, Illinois, Indiana, Iowa, Kentucky, Maryland, New Jersey, New York, North Carolina, Ohio, Pennsylvania, South Carolina, South Dakota, Utah, Vermont, Virginia, and Wisconsin. Scholarships for veterans and children of veterans are also available in California, Illinois, Iowa, Kentucky, Montana, New York, and South Dakota. Student loan funds are available through colleges, churches, state Congresses of Parents and Teachers, fraternal organizations, and other agencies; usually these are reserved, however, for students in the junior and senior college years. A parent should plan to provide the full cost of the freshman year, at least, if he is unable to save any more. This represents about a quarter of the total cost of a college education.

After calculating the total amount believed necessary to cover college costs, a reasonable goal for savings must be set and regular amounts saved until this goal is reached. What this goal is will depend largely upon the family's financial status, standard of living, and educational and social aspirations. Amounts regarded necessary by different families of the same financial standing will vary greatly according to individuals and according to their interpretation of the word "necessary." Regardless of the size of the fund, however, some definite amount must be agreed upon in a family, and this amount budgeted as an obligation along with other expenses. If a parent waits until his child is of college age before he considers the college question he may find himself either unable to pay the costs, or incur expenses larger than his income warrants. To avoid the pinch of strict economy at a time when your son or (Continued on page 30)

<sup>1</sup>Greenleaf, Walter J. *The Cost of Going to College*. U. S. Office of Education. Pamphlet No. 52. Superintendent of Documents, Washington, D. C. 5 cents.

Greenleaf, Walter J. *What Price a College Education?* National Parent-Teacher Magazine. January, 1936.



## THE CHILDREN EVALUATE

by A. Bess Clark

**T**HREE has been no lack of opinion about the value of our educational system. The business man thinks it neglects the three R's. The forces of law and order fear it neglects character training. The taxpayer wonders whether he can pay the bill. The teacher maintains that, in spite of its faults, it is keeping up with the times. But no one seems concerned about what the children think of their own education.

Even though high school students are immature adolescents, they do have ideas and they make their ideas heard and felt. They know what they like and why they like it. They know they like jazz and sport, Pop-Eye the Sailor and mystery stories. They know they like school because of its social come-and-go while they ordinarily tolerate its classroom preoccupations and are not so "keen" about English as they

are about football and other sports.

It was chance that recently gave me the opportunity to let them express themselves objectively about education. The San Diego Superintendent and Principals' Club, the parent-teacher association, and the state college faculty were looking for new material to broadcast weekly in a thirty-minute program called "Our Schools." When I announced to five classes that there were two money prizes and one scholarship prize for the three best radio skits of twelve minutes' playing time, written by high school students, there was a stir far more considerable than that occasioned in the previous recitation by Caesar's fall at the base of Pompey's statue. The groan that followed the further announcement that the subject must be "The Value of Education" was not flattering to education.

"How can you write anything interesting on such a subject?"

"Why cramp our style by making us write on *that*?"

"Who knows anything about the values of education?"

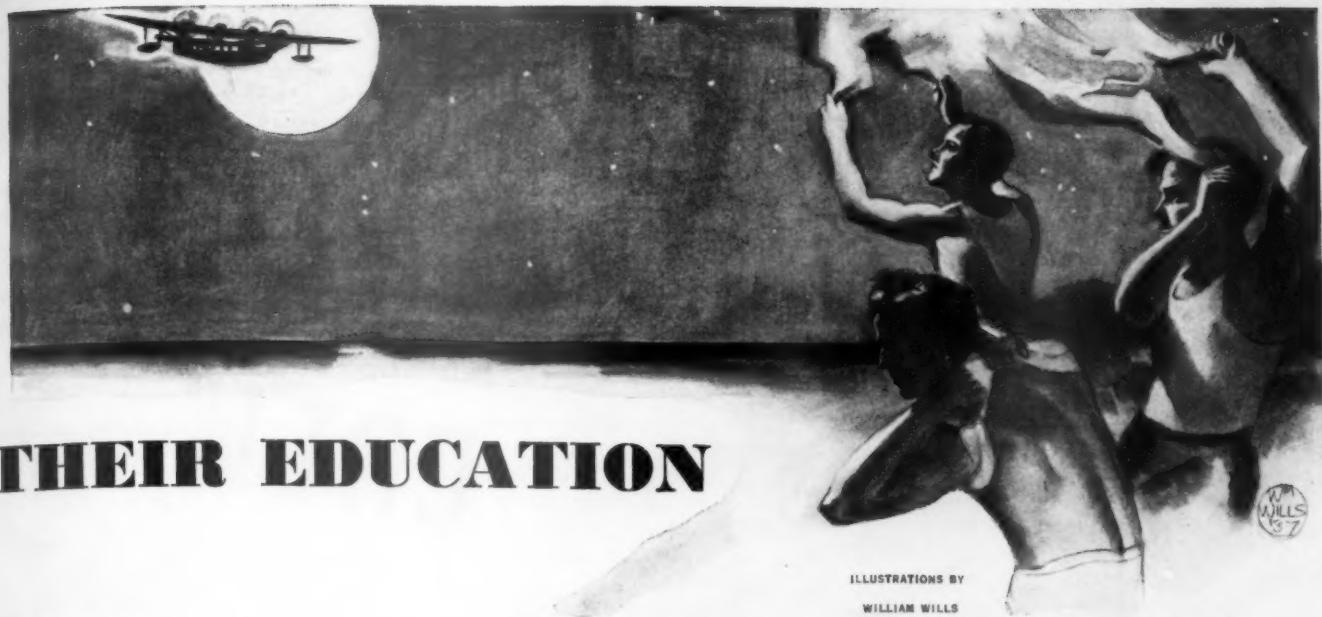
And though it took two weeks of pencil-nibbling and hair-ruffling to produce, produce they did. And while they were finding out things in that two weeks about the value of education, so was I. They were struggling with the technique of writing for auditors, not spectators; of producing life situations in such a way as to say things without saying them. I was finding out this strange paradox: though actuality grips our children today more than it did the adolescents we grown-ups once were, they nevertheless believe in Santa Claus, Horatio Alger, and a magic formula.

The situations presented in those skits are a revelation of youth's com-

prehension of the world we live in. Boys start on careers of crime; dams break, logs jam, and airplanes crash; people are horribly mutilated, despair, take heart again, or commit suicide. It is a world of speed, smash, and struggle which these high school students accept with disconcerting familiarity.

**E**RNIE SILVA'S "ole man" wants Ernie to stop school since he's bigger than lots of other Portuguese boys who are helping on the fishing cruises. Ernie doesn't want to stop school and football; so he and his "ole man" quarrel and Ernie leaves home. About six months later, Old Joe's boat, loaded with fish, is wrecked in a storm, and Old Joe is in a bad way. Pestered by a slicker from the insurance company who wants him to sign on the dotted line, Old Joe is agonizing over the papers he cannot understand in Eng-





## THEIR EDUCATION

lish when Ernie rushes in to rescue him. For Ernie at school has learned a bit of commercial law along with a lot of football.

All this under the title, *The Come-back!* Thus you see that education is valuable because it enables you to get up in life and to solve any problem you encounter. Here you have the tangible, utilitarian value of education. Not, "It makes you happy to know the why and wherefore of things." Not, "You can live a fuller life if you are educated." No, "Education pays, for the educated can't be fooled."

Is it true, I wonder, that such material benefit will result to the Portuguese fisher folk because the fisher boys are finishing high school that any sacrifices a boy may expect of his "ole man" are fully justified?

A TOUCHING faith that success is enough in life and that education guarantees success is shown in the skit called *The District Attorney*. Chuck, son of a widowed working woman, finds nothing at home or in school to intrigue his interest or fire his imagination. Crime and newspaper publicizing of it fire him to become a gang leader. Roger, son of a well-known surgeon, is an honor student, something of a prig, and the object of Chuck's loathing. So far as Chuck is concerned, here is the score of the whole game called School:

CHUCK: Aw heck, what do I care about this stuff, anyway?

ROGER: You don't. That's the answer.

CHUCK: So what, wise guy? What good does studyin' a lotta junk about squares, triangles, an' circles do?

ROGER: That's one subject that there is some sense in studying.

CHUCK: Oh yeah? Name one!

ROGER: All construction of bridges, buildings, and things like that depends on geometry.

CHUCK: Well, I guess that's right, but that's only one subject you can prove there's any use in studyin'.

ROGER: What's the point in proving there's any use in studying? There's proof all about you.

CHUCK: Yeah? An' I s'pose I'm talkin' to a good example of it. If that's the idea, I know there's no use in studyin'.

So Chuck organizes his boys' gang for a housebreaking job. The house happens to be Roger's home because, as Chuck puts it to his gang when Spud asks him why Roger's, "For two reasons. I don't like the way he parts his hair, and his old man happens to be a doctor and should have some cash lyin' around." (Notice that medicine as a profession exists to furnish "cash lyin' around.") The gang gets forty dollars at Dr. Blake's, but barely makes a getaway because the doctor unexpectedly turns into the driveway where the headlights of the car unmistakably pick Chuck out to the doctor's clear eyes.

Next day Chuck's mother is knocked down and badly injured by an automobile as she comes home fagged from scrubbing offices; and Chuck has to wait an endless time at the hospital to learn the outcome of the emergency operation. When Dr. Blake finally comes out, he recognizes Chuck as the boy he saw in the glare of the headlights, but he says nothing about it until Chuck's mother is out of danger. Then, in an interview with Chuck, Dr. Blake gives him the choice of going to reform school or returning to school to get an education so he can take care of himself and his mother honestly.

Some years later the conversation

of two newspaper reporters tells us how valuable education has been to Chuck:

FIRST REPORTER: About time for court to convene, isn't it?

SECOND REPORTER: Yep. I wonder what surprise the D.A. will have this morning.

FIRST REPORTER: It'll be a good one. Whatever he does is good. He's one square guy.

SECOND REPORTER: He sure is. If he lost a case, we'd have something to write about.

FIRST REPORTER: He's always one jump ahead of the defense. This city has one swell district attorney in Charles Clayton.

Is this an echo of grown-up assumption that strong leaders do not head lost causes? Are not the defense lawyers educated? Yet if the D.A. wins, they lose. So education doesn't always bring material success despite youth's confident faith. Shall we let them go forth into life thus, unable to see wood for trees?

THERE is a most bleak view of reality in the skit called *Finale* by a good student. Two brothers go their separate ways; one to be educated and become manager of a chain of circuses; the other to refuse education and become a trapeze performer. When the wife of the latter is killed in a dangerous routine, he takes to drink and comes to want. He appeals to his successful brother, but the brother is called away on a matter of business in the midst of the interview and returns to find the trapeze performer has committed suicide.

There is no criticism expressed or implied that the prosperous brother's education has not taught him the blessedness of (*Continued on page 34*)



# "SCARED CAT!"

BY DOROTHY BLAKE

THEY were having a Firemen's Benefit street fair in our town one hot week in August. There were shooting galleries and a Ferris wheel, and cotton candy and Japanese bowling alleys. There were laughter and fun and excitement. There were sorrow and tears! And the tears were at the gayest spot in the whole giddy place. They were at the merry-go-round. An angry mother, a sobbing small boy, a disgusted father. This was the finish of as stupid a performance on the part of a pair of seemingly intelligent parents as I have ever seen.

I had watched them ten minutes before as they entered the grounds. The mother young and eager, with a holiday look about her; the father smiling and proud; the little boy—perhaps five years old—bursting with excitement at his first sight of night lights and grown-up celebration. The merry-go-round with its galloping horses and blare of music sent streams of red and green and yellow through

the darkness. It gave a weird effect.

"Come on, Bobby," said the father, "you can ride on one of those bucking bronchos. But don't let it throw you—they're pretty wild!"

Bobby drew back.

"You and mother go, too—and let's sit in one of the seats the first time."

"Don't be a scared cat," was the answer. "Only cowards are afraid. You go by yourself on that big black horse. Why, he's so fierce you can almost see fire coming out of his nose!"

The ticket was bought. Small Bobby, white-faced and holding back the tears with an effort that would have done credit to someone three times his age, was lifted onto the black horse. The safety belt was adjusted. The music started. The horses lunged forward and up, forward and up, with each turn of the whirling. All I could see was that clinging little figure so frightened and so alone with his terror. At last the dizzy thing came to a standstill and, as he was lifted down, Bobby broke

into sobs. He had kept them back as long as he could. Here was solid ground; and here were his mother and father for protection and comfort.

"But you're just a big baby," said his mother. "What will people think, seeing you act like that? I was never so ashamed in my life."

His father's face was hard as the wooden backs of the horses. "Just a coward—that's what you are!" He turned away in disgust.

The evening's fun was over for them. It was over for me, for the sight of cruelty to a child is something I can neither forgive nor forget.

PERHAPS this was an extreme case. I wish I thought so. But this question of courage in children is such a deep one. Particularly as it applies to boys. A man may have a son with buck teeth, freckles, two cowlicks that make his hair stand on end in opposite directions—and he can still play the proud father. He can say to some other man

on the train, "Gee, that kid of mine isn't much to look at—but, boy! he's smart! Why the other night—" and so forth until they pull into the terminal.

The boy can be the terror of the neighborhood and Dad will boast about it and repeat the things he did at the same age. Junior can be unreliable in word and action, he can be a trifle on the dumb side in school and, in the home circle, it will often be passed off with, "He's just a kid. Give him time to grow up."

But let that same boy show the white feather for one second when it comes to physical courage, and the parental wrath is loosed. He is made to feel a pariah! Nobody in the world was ever afraid of anything. He is a



**Wisdom and patience and good example are needed if parents are to build true courage in their children's attitudes**

coward and a sissy and his only hope for proving he isn't is to stop being afraid. The order is a little hard to fill!

If people would only pause to think, which is the last thing on earth that most people ever want to do, they would realize that fear is as natural as life. A horse will shy at a piece of white paper in the road. The more highly bred the horse, the more it will shy. The unknown is always terrifying to all of us. The realization of known danger is frightening. We never get over our fears; we simply learn to control or ignore them and go ahead anyway.

To children the world is all new. Every experience is new. Sometimes they show a fearlessness which is mistaken for courage when it is really only lack of experience. They don't know enough to be afraid. But the really brave men and women of the world are the ones who are more sensitive to danger than average. They have learned to overcome their fear by sheer will power and the desire to accomplish something bigger than the

momentary drawing back would allow them.

In the paper not long ago there was the story of a racing flyer whose plane burst into flames while he was several thousand feet in the air. He brought it down and pulled himself out just in time.

"Were you scared?" asked a reporter.

The flyer laughed at him, "What do you take me for—a half-wit? Sure I was scared!"

There you are! But do we tell our small boys stories like this? We do not. We tell them fairy stories about the general who walked up to the cannon's mouth—"and wasn't a bit afraid!" We tell them of heroic rescues at sea where the men clung for hours to the rigging while the waves pounded away at their vessel before help came. And we try to make them believe that those men were so full of this quality of courage that they were undaunted. A child either does not believe such yarns or else he acquires a sense of hopelessness. The world seems full of heroes who were born with something which he lacks. Something which seems beyond him ever to acquire—because he knows he is afraid and the only help that is given him is to tell him he mustn't be!

Why not go at it the other way? Why not give him a sense of kinship with the great of the world? Then he has something concrete to do. They triumphed over the same paralyzing fright which seems to make him helpless before it. They too felt their mouths get dry and their hearts beat violently; they wanted to go back—and went forward. I doubt if even the cave men, who are held up as examples of physical strength and courage, really enjoyed facing a tiger. But they either overcame the tiger or the other way around—which would not have been enjoyable either.

Most actors and actresses, when they begin writing their memoirs at the age of eighty, confess how they were always panicky with fright and nervousness before every performance. But so few children ever read the memoirs that they never know this helpful fact. And it would be helpful to realize that superior talent and intelligence do not automatically give perfect poise and assurance in the face of any strain. In fact, like the highly bred horse, increased sensitivity is usually the result. But what a comfort to know that the ordeal of Friday afternoon recitations or the morning current events report when, "I just can't get up before everybody and talk, Mother. I get scared and I can't think what to say," has been shared by the Bernhardts and the Barrymores of the world. How much

more sustaining would be the thought that "they" plunged in anyway and did the best they could and that pretty soon the fear left in the interest in their performance.

There was a mine rescue not long ago. For nearly a week the work went on to release the three men who were entombed at the bottom of the shaft. Hour after hour, rock was chipped away, dirt was dug, shoring was put in. The danger of further cave-ins and the death of the rescuers was constant. But they kept right on—because they had real courage. They were experienced miners who must have realized far better than anyone else what peril they were in every second of those endless days and nights. They had an intelligent fear which made them take every precaution possible, but they had a moral and physical courage which kept them going in spite of personal peril.

**AND** it is so necessary and so important that our children learn this will to do in the face of inner conflicts. We read of a highly educated man who cannot go more than a block or two from home on account of a fear of distances. Another cannot drive his car over even a low bridge nor stay above the third floor in a hotel because of his fear of heights. These phobias have grown so strong that they have dominated the lives of these people and are hampering them in their normal, daily lives. Yet they must have begun as small fears based, perhaps, on some frightening experience. At some early stage they could have been overcome by wisdom and patience on the part of some grown-up.

But wisdom and patience, as it applies to training in courage, are so rare. We expect to spend years on the routine teaching of table manners. A child is in school for all of his childhood that he may learn reading and writing and arithmetic—and a few extras. But, like the parents of small Bobby, we expect bravery to spring full and strong whenever the necessity for it arises. We see people at the beaches summer after summer, pulling screaming youngsters into the water. Some of the children, being of stronger fiber, and more phlegmatic natures, do survive and learn to dash in and out—"just like Papa does." But many of them take years to overcome that initial terror—and some never do get over it.

We read of Catherine the Great, or some such hardy heroine of history, who was put astride a cannon every morning when she was a little girl while the brave soldiers fired it off. Well, the Catherines live through such experiences and grow up to fire off their own (Continued on page 26)



# Give Your Child

YEARS ago when a man I know well was just learning to spell, his father took him into the garden and, pointing to a bed he had made previously, asked, "What do you think of that?"

At first the boy saw only a lot of little plants about an inch high crowded together in what seemed irregularly arranged lines; but after a minute's perplexity he recognized one letter after another until he excitedly exclaimed, "Oh, Daddy, it's my name! How did it get *there*?"

"Last week," replied his father, "you know I dug and raked the earth very fine. Then when you were not looking, I made the letters in the ground with the end of the rake handle and sowed seeds in each letter. Next I covered up the seeds and tucked them in. You see, the seeds have been asleep in a little bag since last year, but when they got in the ground Mother Nature woke them up. So here they are."

"But how did Mother Nature wake them up?" asked the boy.

"After the seeds were in the ground she brought them water to drink. Then they began to stretch as you do when you wake up. The sun warmed them so that soon they flung off their nighties and jumped out of bed. And here they are, wide awake."

"What kind of plants are they?"

"They have two names—peppergrass and garden cress."

"Do they grow into watercress?"

"No, but when they get a little larger you may eat them in the same way, in a salad or with bread and butter and a little salt."

"Now, Sonny," he continued, "this is to be your very own garden. I have done the hard work of digging and raking and this year I have sown the seed, but I will show you how to do all the other things that will make your little plants grow well. Then next year you may do all the work yourself and find out how plants grow."

"Beside the peppergrass, over there are radishes just coming up; these plants here are lettuce; there is mustard which you may eat like the peppergrass; and those little, green spikes peeping through the earth are the shoots of the funny little onions that you saw me poke in the ground. Soon they will become green onions which you like so much."

All that first season, when the father had to do anything he thought interesting or instructive, he encouraged the little son to be with him and to ask questions so that by the end of the summer the boy had gained a surprising amount of information which he retained concerning seeds, seedlings, vegetable and flower plants, weeds, tillages, and the fundamental principles of plant growth.

As he grew older and stronger his father taught him how to use a small sized spade, digging fork, hoe, and rake as described further on; how to thin seedling plants in the rows so as to give the remaining plants a good chance to grow into useful or attractive specimens; how to know when vegetables and flowers are at their best for use and how to gather them; what to do after the plants have passed their period of usefulness or attractiveness; and how to treat the ground after the plants have been removed.

At all times this father held his own knowledge in leash while he did his best to lead and encourage the boy to make first-hand observations, do his own thinking, and draw his own conclusions. Instead of saying, "Don't do it that way," he would say, "Suppose you try it that way to find out which you think is the better." The results



were that the boy learned correct methods, sound principles, and authentic information.

The study and identification of seeds became a game which was called "Sleuth." It was played after the boy had become somewhat familiar with the curious forms,

# a Garden

by M. G. Kains



PHOTOGRAPH BY HELEN PALMER THURLOW

distinctive markings, family resemblances and differences of seeds, so that he could "tell at a glance" those with which he had become acquainted. Either father or son would challenge the other somewhat as follows:

"Here are two crowds of people, ten people each of ten different nationalities and one man of another. See how good a sleuth you are to separate each

nationality and find the one man different from all the others."

The "crowds" were made up of ten seeds each of ten different species well known at least to the challenger, and the one lone seed of a different kind.

It was not long before the boy knew the seeds of all the common garden plants and weeds so he began gathering those of wild plants that he knew. Soon he became so expert that he was often able to beat his father as a sleuth. By the time he was seven years old, so his father relates, he could identify the seeds of all the common garden plants, weeds, and wild flowers of the neighborhood—and can do so even today!

In the same way the game was played with seedlings.

AFTER two or three years his father encouraged the boy to make experiments to discover wrong as well as right ways to do things, because in no better way could he learn which is really right. One of these experiments will serve as an example:

At his father's direction, the boy put an inch or so of powdered and sifted dry clay, sand, garden soil, and muck (today he would use peat moss or commercial humus) in each of four tall, large-mouthed bottles. In each he then placed four large bean seeds, two with their "eyes" down and two with their "eyes" up, all of them against the glass so they could be easily seen. Then he added other layers respectively of clay, sand, soil, muck, and beans until the bottles were almost brim full. Next, he poured in water slowly and watched it work its way down to the bottom, noting in each case the time it took, thus learning how fast rain enters the ground. He drained off the excess water by invert-

ing each bottle after placing wire netting over its mouth. Finally he placed the bottles in a warm room and watched the seeds each day as they swelled and developed into seedlings and strove to reach the surface.

From this simple experiment he learned the importance of sowing seed at favorable depths in various types of soil—very shallow in clay, deeper in garden soil, still deeper in sand, and deepest of all in muck. In other words, he learned how to gauge the depth to sow by the character and texture of the soil.

In order that the boy might prove that each kind of seed sprouts best under conditions favorable to itself—conditions which its perhaps prehistoric environment and development forced upon it—the father said: "Son, make these tests: Early this spring sow a short row each of corn, peppers, spinach, cucumbers, parsnips, eggplant, tomatoes, radishes, beets, lettuce, peas, beans, and onions. Note what happens during the next month. Make another sowing of the same kinds of seeds one month and two months after the first. In each case, be sure to notice which seeds sprout and grow best and which poorest."

At the end of the first month the boy reported: "The beets, spinach, radishes, parsnips, peas, lettuce, and onions have sprouted well and the plants are growing nicely; but there is not a single plant of the others."

"What do you think is the matter?" asked his father.

"The seeds are either no good or they rotted before they could get a start. I dug them up to find out."

"Why do you suppose they rotted?"

"I guess the ground was too wet and cold."

"But why do you suppose the other seeds didn't also decay?" After a minute's thought the boy replied, "I don't know, but maybe the seed was better."

"Perhaps!" (Continued on page 36)





**H**OME is a delightful place for friends to gather when there is an atmosphere of cordial friendliness. If children are sure their friends are welcome, are wanted and admired, if they feel their friends like their parents and enjoy coming to their home, they will feel happy and at ease. This feeling will be communicated to their companions who will want to return."

Thus wrote a Kansas City group leader in summarizing her group's discussion of the problem: *The parents of Barbara, aged sixteen, and Molly, aged twenty, who are popular with boys and girls, do not understand why their daughters do not bring their friends home or invite them to their home.*

Our first letter is from Chicago. The writer says: "I recall Jim who had a nervous and 'fussy' mother. The gang made too much noise and too much work—so they went over to Bill's house where they could play. Bill's mother had a way all her own of getting them to clean the room before they left. Jim never brings his friends home now. He wouldn't know how to entertain them. He is out of the habit. . . . And there is Rose, aged sixteen, who also brought her friends home for a time. Her mother always asked them if they helped around the house and told them that Rose didn't care for housework. She couldn't cook or even make a bed correctly. Rose doesn't bring her friends home now. Even a grown-up doesn't like to be compared with someone else, especially someone who is more efficient."

Being embarrassed by one's family seems to be a common occurrence. From Auburn, Alabama, we read: "Young people like to be alone when their friends visit. If Mother or Father comes in and monopolizes the conversation, the friend does not return. Often a mother will start talking about the silly little pranks that Molly did when she was just a baby. How that humiliates Molly, only Molly knows."

A mother of four boys writes us from Martin, Tennessee: "Treat the children and their friends exactly as

## IN OUR NEIGHBORHOOD

An Exchange of Experiences

Conducted by ALICE SOWERS

### Barbara and Molly Do Not Bring Their Friends Home

you would have them treat you and your friends. Remember, from two to ninety we desire to show off our home and family. Do you remember how provoked you were when you brought a friend home—someone you had not seen for ten years—and found Tom and George in dirty overalls and in a sullen mood? Do you recall how they grunted a response to the introductions, looked your guests over critically?"

One member of an Oshkosh, Wisconsin, study group said she asked her daughter why she never invited her friends home and the daughter said: "Daddy snores so loud that they all laugh." Another member suggested:

#### HELEN DOESN'T PLAY ALONE

*Helen, aged three, has older brothers and sisters. When they are home, she plays with them or at least stays where they are. When they are in school, she follows her mother about. She has plenty of toys but will not play alone. Won't you discuss this at home, in your study group, at your parent-teacher meeting, or in your neighborhood, and write us of similar experiences which you have had and what you did about them? Send your letters to Alice Sowers, 1201 Sixteenth Street, N.W., Washington, D.C., before March 10th. The answers will be printed in the May issue.*

"Some parents do too much of the entertaining. I know of one case where the young man was asked many questions about his folks, where he was born, what his father does, and similar ones. That young man did not come back."

Suggestions have been received from other groups—in Atlanta, Georgia; McComb, Mississippi; Trenton, New Jersey; and Kansas City, Missouri. They ask: Did the parents allow their daughter to bring other children home when they were young? Did the young people feel welcome when they came? Are the parents too particular about their household furnishings and equipment? How does their home

compare with the homes of their friends? Are the parents interested in other children? Are they too critical of the actions of young people? These groups make several suggestions, such as: "Keep a well-stocked emergency shelf of popcorn, cocoa, cookies, sandwich spread, grapejuice." "Let them roll back the rugs and dance if they wish." "A ping-pong set provides excellent entertainment."

Will these suggestions work? Let us hear from a Rhode Island mother. Her three children—seventeen, nineteen, and twenty-one—have always brought their friends home. She says: "We are short on funds but long on fun. I love children; I have a great deal of patience with them; I am really interested in all their activities; they know they are welcome at any time. If they want to make candy, they do so. If they come in and find the ice box and pantry unproductive, no one is embarrassed. They prepare their own refreshments; I give them only the help they need. They make waffles, toasted sandwiches, cookies, doughnuts, popcorn. We have had many successful impromptu parties, and half of the fun was in the preparation. Most children like to putter around the kitchen. . . . We have lots of games, but pencil and paper are used most often for guessing and thinking games. . . . Many of the young people feel so much at home they drop in to see me when the children are not at home."

## • THE ROBINSON FAMILY •



### Mother Is All Tired Out!

by Marion L. Faegre

"MOLLY, will you please take Tommy up to your room and read to him while I get dinner?" was Mrs. Robinson's greeting when her older daughter came in from school. "My head is splitting," she went on, "and it's been too cold for him to be out, so he's been underfoot all afternoon."

"But, Mother, wouldn't you rather I'd get the dinner, and you sit down and read?" questioned Molly sympathetically. Thoughtless and carefree as she is, Molly can usually be counted on for real helpfulness if her mother feels under the weather.

"No, I can't see to read—I'd rather be doing something with my hands. Besides, Tommy's been with me too much today already. I've snapped and barked at him a dozen times, poor child."

At this moment Nancy announced her arrival by a good lusty slamming of the front door, whereat Molly turned on her way upstairs and hissed a warning at her impetuous little sister. "You're in the dog-house if you make a single bit more noise!" was her emphatic pronouncement. "Can't you see Mother is all worn out?"

Sure enough, by the time she had dinner ready, Mrs. Robinson was fit only for bed. "Never mind, I don't want any dinner," she said exhaustedly. "I'm going straight up to bed. You'll help Molly with the dishes, won't you, John?"

"Yes, if you'll go along to bed and stop making a martyr of yourself," responded her husband. "Why in the world did you get dinner at all? We could have got along all right. It's nonsense for you to keep on going when there's no need."

Mr. Robinson had a right to be a little bit provoked with his wife, for she is so determined to be a good wife and mother that she is sometimes self-abnegating to the point of irritation. At this time of year, when everyone's vitality is at low ebb, she should have been looking out for herself, as well as her family. As a matter of fact, is it a sound policy to put them first?

Quite apart from the folly of making a martyr of oneself for one's family, and cutting oneself off from pleasure save as it is enjoyed vicariously, there are always other dangers. The children for whom the sacrifices are made may actually suffer from the

mother's absorption in their happiness.

It is almost inevitable that children for whose desires other people make way will become selfish and self-centered. It is also true that children to whom things have come easily, who have not had to go without, or do hard things, will develop little ability to meet the problems which they will inevitably come up against as soon as their parents are no longer standing between them and the world.

Again, the parent who makes a doormat of himself, will, in breeding contempt for himself in the mind of his child, make that child less sensitive in his relations with other people.

Still another danger hangs over the head of the parent who by sacrifice and oversolicitude causes his child to become more and more dependent on him. He may be interfering seriously with the development of normal love reactions in the youth. Children for whom their parents do everything are capable of loving only themselves. Never having been taught the joy of giving out love and service, instead of merely accepting it, they cannot really love anyone else, of their own sex or the other. (Continued on page 33)

# RADIO

## AS A SOURCE OF HOME *and*

**R**ADIO is already indispensable to millions of our citizens. What does this indicate as to its value as a source of home and community education? Certainly it must mean a great deal, no matter how we define the word education. If we define it so as to exclude entertainment, radio would still merit the extreme attention of the sociologist who tries to evaluate those influences that are bringing change.

When, however, we define education so as to include not only the stimulation of the mind and the imparting of information, but also the stimulation of the spirit and the imparting of satisfaction, then radio is having a distinct educational outcome, good or bad. It is a source of new viewpoint and attitudes, of new tastes and new habits, and therefore must be dealt with by both the psychologist and the educator. In this connection, five questions we need to ask ourselves are the following:

1. To what extent does radio now serve as a source of home and community education?
2. Can it be made to serve more largely?
3. What can the individual do to increase this service?
4. What can society do to increase this service?
5. Where can help be found?

### THE PRESENT SITUATION

Radio has taken such widespread and thorough command of the American home that only those who have taken time out for the purpose have in the slightest degree measured its effect. While it has not supplanted the newspaper, the magazine, the book, nor apparently kept many people from attending community events and commercialized amusements, nevertheless, were the facts available, they would most certainly show that in hours of daily attention it leads all other attractions. School children from one end of the country to the other are averaging more than two hours per day in listening to the radio. The homebound, the shut-ins, and even the tradespeople whose shops have radio reception, listen many hours per day. Never before have all the people been so closely

drawn together by mutual possession of the same information, the same fund of jokes, and the same supply of music.

To what extent is this listening good or bad? Many can be found who deplore the extent of it. For each of these there are many defenders. The defenders argue that the matter is entirely voluntary—that each home can control its own listening; that each home can choose the type of program it likes from the many that are available. The critic responds that it is not possible to choose, that the air at certain times is full of one certain type of program and that often of a very inferior grade.

What are the facts? While availability of a varied radio diet differs widely from state to state or from section to section, yet a careful study would indicate that the defender has the best of the argument. Granting all fair criticisms, if the individual home really knows what broadcasts are available on the station which its set can bring in satisfactorily, it can enjoy a diet far more to its liking than the one it has been accepting.

To the critic must go some responsibility. This responsibility includes his self-education in regard to radio. However, before we go into the matter of the opportunities for this self-education, the knowledge of what is going through the air at each period of the day, let us consider frankly the improvements that are needed in the radio diet.

### CAN RADIO BE MADE TO SERVE MORE LARGEY?

Even the radio stations will admit that improvements are needed. They will point out to you that the really splendid list of educational features which they are now carrying, were you sufficiently acquainted with this "library of the air," would stop a part of your criticism at its source. Nevertheless, there is considerable room for improvement in both kind and amount of radio programs available.

Strange as it may seem, those people who complain that there is a shortage of programs of high educational value on the air are not the great letter writers. Those who do speak out

ask that there be something of an educational nature on some station or other on each fifteen-minute period of the day. In other words, they complain that there is too much grouping of programs; that during the dinner period, for example, every station carries almost the same type of music. Any good circus shows a different act in each ring.

This criticism is well taken and a continuance of this appeal to radio stations may cause more of them to be willing to vary their program from that of their competitors. Their difficulty is quite plain to see. Each station wants to attract as much of the audience as possible and is afraid to depart from the routine which the others are following. Stations are especially afraid of introducing anything of a frankly educational nature.

Probably the most constant demand is that there be in the evening schedule, at least, a short period or two of adult education. This could be so dramatically interesting that the chance listener would not dial it out. Yet each broadcast could be made a definite part of the series which might be followed with regularity by all those adults interested in bettering their education. We shall consider this matter further under a later heading.

### WHAT CAN THE INDIVIDUAL DO TO INCREASE THIS SERVICE?

The radio stations quite naturally measure programs by the mail which they receive, both fault-finding and commanding. When the written requests for hill-billy songs is several times that of requests for programs of other types, it is difficult for the radio station management to believe that the more highly educated people do not write letters in the full ratio which they constitute of the population.

Here is your individual responsibility. If you want better programs you can unquestionably help in bringing about improvement if you will write with some of the frequency and freedom with which the supporters of hill-billy songs bring their pressure to bear.

In the second place, it is the obligation of fathers and mothers to ac-

# COMMUNITY EDUCATION

by B. H. Darrow

quaint themselves so fully with the schedules of the radio stations which can best be heard on their set that they can determine their children's radio diet somewhat as they do the choice of food on the family table. The newspaper, published radio guides, and often the separate schedules of their best radio stations must be studied with care. The broadcasting systems will cooperate by furnishing them the lists of broadcasts planned especially for educational purposes.

Mothers in thousands of communities whose schools are not yet equipped with radio have found it quite valuable to listen to the various broadcasts planned especially for the classroom. Having listened and sometimes having taken notes, they report these broadcasts to their school children at the evening meal or in the family group at the fireside.

The Damrosch Music Appreciation

Series on the NBC Blue Network each Friday from 2:00 to 3:00 P.M., E. S. T., and the American School of the Air on the Columbia network from 2:15 to 2:45 P.M., E. S. T., daily, are especially valuable. In all the central states the Ohio School of the Air can be heard from 2:00 to 3:00 P.M., E. S. T., each school day. In Wisconsin or in Michigan similar state programs can be heard. The United States Office of Education is not only a source of information concerning all educational broadcasts, but is conducting five broadcasts on the air each week. These are entitled: Your Schools and You, The World Is Yours, Ask Me Another, Interviews with the Past, and Have You Heard?

There is no substitute for the possession of definite information by the parent in regard to radio programs. Yet the task may be too difficult for the average home. The answer may be

in cooperation with other homes—the community—society.

## WHAT CAN SOCIETY DO TO INCREASE THIS SERVICE?

While there can be homes without society, there can be no society without groups of people, preferably divided into homes. Society's obligation is to do those things which can be better done by united action than by individual initiative. Therefore, it will be seen immediately that all the members of a parent-teacher association who are studying the problem of children's radio programs might get together a greater body of useful information than can be expected of a single home. This argument still holds in regard to the compiling of information on radio programs when we go from the local association to a council. Thus a council, dealing with an area in which most of the citizens can hear



PHOTOGRAPH BY EWING GALLOWAY

the local radio stations, is best able to speak as to what are the best educational programs that can be heard in that particular area.

In the majority of states it is even possible that a committee representing the state association can give counsel on the nationwide broadcasts heard within their borders. This situation varies from state to state but, in general, county and city councils may be able to do the most significant job in the listing of good radio programs

In doing this they have made radio a source of much education, of immediate value to their homes, and a great incentive to greater cooperation and more united action along all welfare lines. They have defended schools and saved their teachers from unreasonably drastic salary cuts; they have put across campaigns for new buildings and new curriculums. Such broadcasts have not taken up a large segment of the broadcasting time of the radio stations but have been and

unary leaders of discussion groups in the various subjects to be broadcast. Second, open your school building or help to provide home meeting places at which all interested people may gather to hear the broadcast and the discussion which will be led by the volunteer leader.

"The discussion leader will be provided a single-page test sheet by which those who want it may quickly measure their attainment in that particular lesson. This would never be compulsory because the men and women who most need it, and in some cases most want the instruction, might be embarrassed by their poor writing, their spelling, or even by the fact that they could neither write nor read."

The broadcasts would perhaps be given two or three times per week. As time went on there might be a greater variety of subjects presented. Every student of the radio night school would take those subjects, and only those subjects, which he wanted and would formalize the instruction only to the degree that he preferred.

Now I am asking you, dear reader, definitely and categorically, would you like to have such night schools of the air? Would you be personally interested? How many of your neighbors and acquaintances would be interested?

Can we thus unite the strength of the center with the strength of each local school and that of the finest leadership which each community possesses? Thousands of smaller communities which never would otherwise offer any organized adult education would be served in a manner that is expressive of the times. The voice and the personality of the teacher at a distance, the lesson materials from the State Superintendent of Public Instruction, the community's supply of books, the school building, its equipment, and qualified and enthusiastic leaders in each field of learning, would all be joined into one splendid, working organization.

Can we do it? You're the doctor; let's have your prescription!

#### SUGGESTED READING

Darrow, B. H. *Can the Schools Teach Discrimination in Radio Listening?*  
*Radio's Part in Character Education*  
*Radio—A Powerful Ally*  
*Report of Study Made on Children's Preferences in Radio Programs.*  
Washington: National Congress of Parents and Teachers. 5 cents each.

Darrow, B. H. *Radio—The Assistant Teacher.* Columbus, Ohio. R. T. Adams and Company. \$1.50.

Darrow, B. H. *Children's Radio Programs, The Home Measures Their Worth.* NATIONAL PARENT-TEACHER. December, 1935. Pages 41-42.

### This Is the Seventh Article in the Parent Education Study Course: The Family and the Community. An Outline for Use in Discussing It Appears on Page 38

for their area. Where there are no councils, the state Radio chairman may give real assistance to local associations desiring guidance on the use of radio in the home. The Bureau of Educational Research at Ohio State University issues a monthly "Announcer" listing the best of educational broadcasts available in Ohio. A sample copy will be sent on request.

Radio has not been largely used to reach communities, as communities. It has, however, reached the members of the community in their homes with education on practically all phases of community affairs. Some few broadcasts have centered their attention on the building of large listening groups. Our own National Parent-Teacher Radio Forum has endeavored to be of great interest by fostering listening groups which hear the broadcast and then discuss the issue raised by it in the light of their local situation. Some state congresses have thought of holding mass meetings on the air, that is, not mass meetings in the sense of all the hundreds and thousands coming together in one place, but all local parent-teacher associations meeting simultaneously and listening to the same broadcast. This would make a nice special feature but it has been found very difficult to get the facilities of the necessary radio stations at a time that would fit in with an evening meeting.

The community is perhaps the best unit for bringing nearly all of the needed improvements. Thus a community, working through an organized P.T.A., can make studies of the listening habits of children and the listening habits of adults. They can cooperate with radio stations in substituting improved programs for the ones criticized. Much of this has already been done in hundreds of communities but the outstanding community action has probably come through the community leaders carrying their message to homes by means of radio broadcasts.

should continue to be a great instrument of helpfulness to all parents.

#### WOULD A NIGHT SCHOOL OF THE AIR SUCCEED?

A still larger community, the state, is necessary if we are to have a night school of the air. Only united action on the part of many local parent-teacher associations is likely to convince the radio stations that it would be well to devote at least thirty minutes out of the evening schedule to broadcasts that can be used by those adults wanting to follow a regular course in education.

What would you broadcast, how, and to whom? Let us imagine that your State Department of Education writes such a letter as the following to the head of every school, large and small:

"You have unused talent in your community. There are some men and women who know much more of history, geography, science, industry, and other fields of human endeavor than do all the others. These people have something to contribute. Could it not be done in this fashion?

"The State Department of Education will broadcast a 'Night School of the Air.' In this there will be the best possible adult education materials that we can conceive. We will place in your hands definite outlines of the courses to be given. For example, there will be a course in economics but we will call it 'Learning to Make a Better Living'; there will be sociology but it will be called 'Learning to Live Together'; there will be political science but it will be called 'Uncle Sam at Work.' There will be language and rhetoric but it will be known as 'Everyday Speech for Everyday Use'.

"Then, Mr. Superintendent, in order to have a night school of your own you will need do only two things: First, choose as carefully as you can from your community or from your faculty, men and women who will become vol-



PHOTOGRAPH BY EWING GALLOWAY

## PROTECTIVE FOODS for the FAMILY

by Margaret House Irwin

TOWARD the end of winter we all begin to long for spring to come. And if the day is warm, one of those fleeting promises of better days to come, we find ourselves seeking a southern exposure and stretching out lazily in the sunshine. These longings have a physiological basis. Nature is only voicing her needs, telling us that we have been "sewed up" too tightly all winter and that we need more sunshine and more of those health-giving foods that are abundant in the summer-time.

By comparing the number of fresh foods that are available in August with those available in March we find the balance sheet greatly in favor of August. During this last month of summer we have all kinds of fruits and vegetables on our tables—corn on the cob, fresh beets, green beans, okra, carrots, luscious home grown tomatoes, cantaloupe, watermelon, peaches, apples, pears, plums, grapes, and many others. These are the foods that are rich in minerals and vitamins, the foods that keep us in health, that prevent our having colds, influenza, grippe, and spring fever.

The number of illnesses is greater in late winter after we have been con-

fined to the house than in August after a summer of outdoor life. Sunshine and diet are undoubtedly two of the factors responsible for our better health in August. We can't do anything about the weather but we can adjust the diet to fit our family's needs. With just a little extra care and planning we can include in our three meals a day enough of those precious supplementary foods to keep our health intact until such time as the garden provides us with fresh rhubarb, radishes, and lettuce. Especial care must be exercised in selecting foods for the children because they are growing rapidly and are so active that they need the best and most nutritious foods available. So, let us see how we can squeeze in more of those protective foods between now and the good old summer-time.

### BREAKING-THE-FAST

Orange juice has that rare quality of being both beautiful and useful, that is, it is both delicious and nutritious. It is one of the richest of all known sources of vitamin C, the vitamin which prevents scurvy. Some fascinating clinical studies have been made in Chicago which prove that a

glass of orange juice taken daily along with lots of milk will help materially in reducing dentist bills. So let us greet the morning with a glass of orange juice. Tomatoes are almost as rich in minerals and vitamins as orange juice and they are much less expensive. Indeed, the tomato can well be called the poor man's orange. Because of the acid contained in tomatoes canning them does not destroy their nutritive value. The acid seems to protect the vitamin from destruction so that canned tomatoes and tomato juice are both excellent foods.

Bananas, too, are proving themselves to be a valuable source of vitamin C. Children should have only very ripe bananas. If you bake them, and they are delicious baked, leave their skins on as this keeps the vitamin from being destroyed during the process. Place the bananas on a pie pan and bake them fifteen to twenty minutes. When the juice begins to leak out, they are done. Remove them from the oven, peel off the top part of the skin, and serve them in their own boats. Squeeze a few drops of lemon juice on top and sprinkle with salt. I'll wager that the younger generation will enjoy these banana boats. (Continued on page 32)

## Marion Parker

Helps to Smooth Out Some of the Every-day Problems Which Beset the Home

ILLUSTRATIONS BY MARGARET BEEGLE

### EASY MEALS

**U**SE NATURE'S FLAVORS. Many homemakers, who are trying to feed their families properly on a limited budget, get discouraged because they feel that their meals are humdrum and lack the interest that they might have if the more expensive food materials could be used. But this need not be so, as we shall see by making a list of fruits and vegetables in the low or medium price class that are valuable foods in themselves, and yet have flavor or even flavor and color interest enough to help out with other less interesting food materials. I suggest onions, tomatoes, carrots, celery, peppers, and parsley for vegetables; and, for fruits, oranges, lemons, bananas, prunes, raisins, apricots, pineapple, and cranberries. With the exception of parsley, which can be grown in the home and dried, they are all staple foods which can be obtained either fresh, dried, or canned all during the year.

Let us see how these familiar foods can work their magic. Use canned apricot, prune, pineapple, or cranberry juice as a change from orange juice or at the season when oranges are expensive or not so good in quality. Cook some cut-up dried apricots or prunes or raisins in the hot cereal. Make an extra quantity, cool in a mold, slice, sauté, and serve with a sauce for a delicious dessert. Also try some of these chopped dried fruits in the breakfast muffins. Use cooked prunes or apricots or bananas in the dry cereal. Try a little chopped parsley or celery in the scrambled eggs or omelet.

At lunch or dinner, all these vegetables shine as soup helpers. A finely chopped onion carefully browned in a little butter will give character to the most insipid soup stock, while a slice of onion scalded in the milk for any

cream soup will improve the flavor greatly. Either raw celery or raw carrot grated on a vegetable grater makes a fine cream soup if cooked in the onion flavored white sauce for about fifteen minutes. Use one cup of vegetable to four cups of thin white sauce. A little lemon juice, and very thin slices of lemon as a garnish, will glorify a hearty soup made from baked beans; if a lighter soup is desired, an equal amount of tomato simmered with the beans will give an entirely different flavor.

For the main course, these fruits and vegetables will help to make the cheaper cuts of meat more interesting and

Half bananas may be baked around a roast of beef, putting them in the pan for the last fifteen minutes. Slices of pineapple or apricots go well with ham. Brighten up the canned vegetables by making some combinations, such as beets heated in a thin sauce made of their juice sweetened to taste and flavored with lemon, or corn scalloped with chopped peppers. Creamed carrots or peas and celery are particularly good with cold roast lamb.

### THE HOUSE CONVENIENT

**D**ISHWASHING. Cleaning up after the meal has none of the creative interest that enters into the cooking and serving of a meal, so perhaps that is why it is such an unpopular job with everyone. But as it is absolutely necessary for health reasons, not to mention the aesthetic side, it is a task that should be systematized so that it can be done efficiently, but with the minimum expenditure of time and attention. The electric dishwasher is a great assistance, but it has not as yet come into such general use in the home as the washing machine and the vacuum cleaner. But even with an electric dishwasher at hand the dishes must be scraped and placed piece by piece in the washer and removed after being washed; and most of the cooking utensils will have to be done by hand.

So let us accept the task philosophically and try to make it as easy as possible. First, try to use a minimum of cooking dishes and on the table only what are necessary for efficient and attractive service. Economy in the use of cooking utensils can be quite a game. For instance, it is possible to make chocolate brownies, leaving nothing to wash that can be directly charged to the brownies, as the baking tin lined with heavy waxed paper is not really soiled and the sauce pan



"With a dish mop, much hotter water can be used. . . ."

appetizing. A pot roast of beef, cooked slowly with some of each of these vegetables, will be of a fine flavor surrounded by a rich gravy. Use these vegetables, any or all, in making hash of the left-over meat and potato. Also use them as variants in meat loaf. Sometime use tomato as the liquid in the meat loaf and at other times make a tomato sauce. Call on the fruits, too.

# HOUSEHOLD HINTS

and mixing spoon can be used and partially cleaned in making cocoa for the next meal. A woman who ran a boarding house planned her Saturday morning baking so that she used the same utensils for mixing right straight through—bread, pie crust, light cake, gingerbread, and finally brown bread, by merely scraping them well between each batch. Most of us do not do quite such a wholesale job, but by planning we can reduce somewhat the number of utensils and we can also keep them washed as we go along so that by the time the meal is ready to be put on the table, there will be left only the kettles from which we have served the food for the table.

The next point in shortening the dishwashing job is to have a wheeled wagon or large tray to carry out all the soiled dishes to the shelf near the sink where they are to be piled ready for washing after being scraped and rinsed. It is a good idea to stand the silver in a bowl of hot soapy water as this will loosen any food that may have dried on. Remember to rinse dishes that have held milk or egg with cold water, as the hot water cooks them on. Use a good soap powder or soap and just as hot water as possible in the actual washing, both to destroy any harmful bacteria that might be

different story. He seems to enjoy getting it all over, and sometimes has to be reminded that it is the dishes he is washing and not himself.

After the dishes have been washed and stacked in the drainer they should be given a last rinse with very hot water. The glasses and silver should be dried on a lintless towel to prevent streaks, and also tarnish in the case of the silver, but the other dishes can be left to dry. This would have been considered slack housekeeping years ago, but is now an accepted practice. Tests have proven that the dishes are really cleaner, and, if covered with a clean dish towel, they are not in the least untidy. Then there is the cleaning up after the job which means cleaning the sink and washing any mops, cloths, or towels that have been used. These should be dried out of doors whenever possible; if they must be dried inside, they should be hung in a light airy place to dry as quickly as possible.

As runabout children love to help Mother with the dishes, why can't we try to build and develop their liking so that they will continue this interest when they become old enough to be a real help. If it can be kept a pleasant social occasion instead of a lonely, disagreeable task, half the battle will be won. As it is not a task that demands mental concentration, why not have some songs or simple guessing games, such as "Twenty Questions" or the counting game "Buzz" or the spelling game "Ghosts." These are always favorites and can become more difficult as the children grow older. For instance, "Buzz," in French for the high school girls and boys is very exciting. And it can be understood that if the game delays the work too much it will have to be dropped for the time.

## GETTING YOUR MONEY'S WORTH

**T**HE SELECTION OF READY-MADE GARMENTS. The selection of ready-made garments is one of the most difficult purchasing jobs that the homemaker has to tackle, as there are few standards to go by. But there are some points that it is always well to use in checking up on any garment. We can't go around ripping out linings of coats and trying the burning tests on dresses, but we can carry in our heads what we have learned from experience in cutting yard goods, in general garment construction, and in special finishes. This is one reason why I feel that every girl should have a good

course in clothing construction. She will learn something lasting from it, even though she does expect to buy most of her clothes ready-made.

In setting up some signposts to go



"The homemakers should be prepared with some knowledge of first aid. . . ."

by, it may be easier if we begin with men's clothing as these are more standardized. Style is not such a major feature as in girls' and women's clothes so we can concentrate on materials and workmanship. Are the pieces cut properly—that is, cut on the straight of the material in the proper places. If a plaid, is it matched? If wool is desired, is the material all wool? If, of two suits much alike, one is much less expensive, be suspicious that it is only part wool. If so, it will not retain the press so well and may shrink unevenly if wet. Is the lining of the material comparable to the rest of the garment? Is the stitching fine and even? Are the buttonholes well made and the finishes at the ends of the pockets strong? Are the buttons sewed on securely?

In shirts we should look for firm material in which the threads are even and just about the same size in both warp and filling, for uneven material will not stand heavy wear. The seams should be carefully finished, with no raw edges, and the stitching on the outside of the shirt should be just along all folded edges so that in ironing, the iron will slide over without catching. Look for the same points on the suits—for size of stitching, buttonholes, pockets, and buttons. Boys' coats, suits, and blouses, girls' school and play clothes, and women's housedresses should be as well made as the men's shirts for they will have much the same kind of wear and laundering treatment. Girls' dresses should, of course, have (Continued on page 38)



There are several points to remember in buying ready-made clothes

on the dishes and to remove grease easily. With a dish mop, much hotter water can be used than when the washer uses a cloth and has to put her hands into the dishwater. This is a point to remember when the growing daughter begins to dislike any task that may roughen her hands. A skilful dishwasher can do the job and hardly wet the tips of her fingers. But if a boy is to be the washer it is quite a

## EDITORIAL

### The Philosophy of the Parent-Teacher Movement in Rural Communities

#### IV.

by WILLIAM MCKINLEY ROBINSON



**C**HILD welfare is the watchword of all units of the National Congress of Parents and Teachers. With eyes upon that goal, Congress workers may not be blind to the sociological and environmental factors which call for differentiation in the program between rural and urban areas. Some idea of the increasing numerical significance of rural children and the need for different procedures in working for their welfare may be gained from a statement of some of the more obvious variations between rural and urban life.

In the service area of the rural P. T. A. were 44 per cent of our people and 50 per cent of our children at the time of the 1930 census. These percentages increased due to city-to-farm migration during the depression but will probably return to a similar proportion—except as modified by birth rates—with returning better industrial conditions.

The rural child is dominantly influenced by the family, which remains more nearly a social and economic unit in the rural than in the urban areas.

In a consolidated or village school, the one association usually serves the interests of the parents of both elementary and secondary school pupils.

The rural child enjoys superior natural advantages for his well-being—sunshine, fresh air, fresh foods, close contact with plant and animal life, rocks, and streams, greater freedom of activity, greater demand for initiative and stamina, etc.

The rural P. T. A. is a community organization attended by teachers, parents, and all others within or even beyond the district limits, who are interested in social well-being or social activities.

The average rural P. T. A. attracts 84 per cent of the parents and practically 100 per cent of the teachers, found Dr. Julian Butterworth in a study made several years ago. Children are usually in attendance, partly because of custom and partly because of the difficulty in making other provision for them in more or less isolated homes.

The rural association membership is relatively homogeneous socially, economically, and occupationally.

85 per cent of the rural people were without public library service prior to the depression. The permanent effects of the use of FERA funds for library extension may not yet be determined.

These are factors which must be recognized in program building if the rural

A deficit of 20 to 25 per cent in the birth rate necessary for the maintenance of a stationary population was found in 1930 in cities over 100,000 in population; a deficit of 8 per cent in smaller cities. A surplus of 50 per cent in the birth rate was found on the farms; a surplus of almost 30 per cent, in the rural non-farm population.

The urban child is more largely influenced by institutions and organizations—the supervised playground, library, theater, concert hall, museum, Y. M. C. A., etc.

In urban centers, the elementary and secondary—or possibly the elementary, junior high and senior high—schools have separate associations.

The urban child enjoys superior man-made advantages for his well-being—health and medical facilities, many and varied recreational and cultural opportunities, little inconvenience because of the weather, etc.

The urban P. T. A. is attended by teachers and parents from the immediate school district. It competes with many other social and civic organizations for interest, time, and membership.

The average urban P. T. A. attracts 12 per cent of the parents—predominantly mothers—and 57 per cent of the teachers, according to those associations studied by Dr. Butterworth. The attendance of children is discouraged.

Many occupational groups are represented in most urban associations. Specialists of all kinds are available for guidance and participation in programs.

Practically all urban people have access to and are constantly urged to use an abundance of reading material at little or no cost to themselves.

parent-teacher association is to be a vital, functioning organization. From them has grown emphasis upon the following:

The wide base of active membership and attendance in the rural associations means that the program material must be of correspondingly wide appeal.

It is well that the rural association is a community organization: rural life is not usually too highly organized and institutionalized. There are many problems related to child welfare which may be approached only on a voluntary community-wide basis. There need be no difficulty in building programs based on needs, many phases of which may be carried through to final tangible achievement.

The relatively high proportion of children and the dominant influence of the family emphasize the need for parent education study groups. The lack of professional leadership and library facilities makes the more urgent experimentation and demonstration in the development of lay leadership, the use of the radio, the preparation of magazine and pamphlet material, and other means of information and guidance by those working with rural study groups.

State and National Congress publications to be used by rural associations should be of such simplicity, appeal, and completeness as to stimulate and aid the average person in planning and leading a program. If the material may not contain problems and terminology common to both rural and urban groups, it would seem the more logical to advise the urban groups, which have the more expert assistance at their command, to "adapt this to your local needs."

The vitality of a rural unit depends in large measure upon its self-reliance and local lay leadership. Program suggestions with extensive reading lists and recommendations for talks by health officers, mental hygiene experts, traffic officers, employment agents, and other specialists found in few rural areas may be worse than worthless. They invite a reaction of helplessness and futility.

Inspiration, broader conceptions of the movement for child welfare, and courage to carry on must come in large measure for the rural association through contacts with the community and county councils; district, state, and national conventions; district, state, and national Rural Service chairmen.



## Are you wondering how to tell her?

IT's a delicate—often difficult—problem to explain the "growing up" process in just the right way. Yet—it's so important that your little girl be prepared for the physical changes that are to come.

You will welcome the authoritative booklet—"What a Trained Nurse Wrote to Her Young Sister." It has helped thousands of mothers to impart this essential knowledge in a sympathetic, understandable way.

Here, for the asking, is the most modern medical advice about bathing, rest and exercise. Information, too, about the

latest, improved method of sanitary protection—Modess. This softer, safer sanitary pad can do much to help your child meet her first experience of this normal, natural function of womanhood without fear and without discomfort.

### **Prove these facts for yourself**

Cut a Modess pad in two. See . . . feel . . . the fluffy, soft-as-down filler. Compare this with ordinary napkins made of paper layers! It's easy to see why Modess stays soft and comfortable . . . why it

never becomes harsh and rasping in use . . . why it doesn't chafe!

See why Modess is "Certain-Safe" too! Remove the moisture-proof backing from inside the Modess pad. Test it! Drop some water on it. See for yourself why Modess ends all fear of embarrassment. When the side marked by the blue thread is worn away from the body . . . complete protection is assured.

**FREE!** A book to help  
you tell your daughter  
the "growing-up" facts!



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Please send me in a plain wrapper the free booklet, "What a Trained Nurse Wrote to Her Young Sister."

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## "SCARED CAT!"

(Continued from page 13)

cannons and terrorize the world. But as training in courage it seems a trifle extreme.

Supposing, just supposing, that the father and mother of Bobby had given in to his natural fear of that blaring, revolving merry-go-round and had gone with him for the first ride in one of the nice, safe, grandma seats with the high backs. Then the next ride on a horse which stood still—and there were a few of them—with Father or Mother on the horse alongside. If he was still afraid, they might even have put off trying the galloping beast until the next year—or the year after. Time is so long and youth so short that natural development will overcome many fears if they aren't ac-

centuated by forcing each new thing.

That forcing process can take so many forms and one of them is as old as the hills. This is the law of the small boy world that you must "take a dare!" No matter how silly or how dangerous that dare may be. I remember a boy of fourteen who spent several weeks in bed with internal strains because some older members of his crowd had dared him to lift a three hundred pound boat anchor. A little girl blew off two fingers because she was told she didn't have the nerve to hold a firecracker while it exploded. They both showed physical courage—and lacked the moral variety which would have given them the backbone to stand being laughed at as cowards. But isn't this the natural result of the teaching and standards which have held that valor on the battlefield is

more noble than the bravery of more quiet and obscure ways of life? The world needs its heroes but the variety is infinite and our children need to know that, as they learn to face whatever comes to them, they are courageous.

But they will neither learn to know this nor gain the power to do it by the method of calling them "scared cats" and attempting to shame them. Praise for even a small gain in the ability to control fear will work wonders. And patience, understanding, and, most of all, the example of the adults around them will offer a real ideal and goal toward which to work. Mother is afraid of what the neighbors will think—she says so often and seems to guide her actions by this standard rather than the braver one of doing what she thinks right—in spite of

• • • •

## IT'S UP TO US

### What Children Do

by Alice Sowers

ILLUSTRATIONS BY RUTH STEED



Sister: Come on, Faye, Mother said you must go to bed.



Sister: How about it, Betty? Do you want to take my hand or can you walk up alone?

**Betty goes to bed readily:** given a choice, she has less desire to resist. Young or old, most people dislike being told they must do something. "You must go to bed" is close kin to "Eat it because it is good for you." Many times the word "must" sets up a resistance against the thing itself when the child has no particular dislike for it in the beginning. . . . Of course, children rarely enjoy being separated from the family group or interrupted at their play. To many children, the words "go to bed" come to mean just that. Betty's thoughts are turned to making a decision rather than to regretting leaving what she is doing. Because of this—and because of her sister's manner with her—she is less apt to resist. If she takes her sister's hand, through the warmth of their companionship and the interest in their conversation, she will most likely go to bed happily. If she decides to walk up alone, her interest in doing it and her satisfaction in making good will make her more agreeable to the idea of going to bed. In either case the goal has been gained. . . . Betty will get to bed more quickly and have a more restful night than Faye who has been forcibly taken upstairs.

what the neighbors will think. Father is afraid of some business competition, of some political situation and he talks about his fear.

Then they both tell their son that he must be brave and only cowards are afraid of things. Why not be honest and admit that, as parents, they fear many things and that as human beings they constantly fight these fears and go on about their work of the day? Children are logical—and fair. I believe that such a frank admission of weakness and universal problems would make a child feel more in sympathy with his parents and the learning of personal courage would not seem so hopeless.

I ONCE saw a man standing in front of a store with a little boy and urging him to go in and buy a newspaper. The youngster was timid about attempting what, to him, seemed a difficult job.

"You go, Daddy," he said. "I don't like to. And anyway, you're a man."

An arm went around his shoulders. "Sure, I'm a man—and so are you. You're just a little one and I'm a big one. When you grow up there will be lots of hard things you'll have to do and doing something hard now is just practice—see?"

There was no forcing, no ridiculing. That father appealed to intelligence and was helping that youngster, a step at a time, to achieve a courage and a philosophy of life. The boy bought the newspaper and came out of the store with a smile which was half pride and half amused scorn of his own fears. It seemed to be saying, "Why, that wasn't so bad when I marched right up to it—and the next time will be a cinch!"

There was a girl of sixteen who was getting ready for her first formal dance. She was half sick with nervousness and the fear that she wouldn't look nice, that she wouldn't be popular. Her mother had the wisdom of the angels—and the heavenly quality of remembering her own girlhood.

"Peg," she said, "I was thinking of my own first party. I was so scared that I put the wreath on my hair in the back instead of the front and never knew the difference until I got there and one of the girls told me I looked grand and that was the way they were wearing them in Paris! I had an awfully good time at that party—and I met my first college man."

"Was he nice?" asked Peg.

"After he got over being afraid of me, he was," said her mother. "Most boys feel terribly shy with a new girl."

Her daughter's face lighted. "Why I never thought of that—I suppose they are. It seemed to me I was the only scared cat in the world!"



**A Secret Formula  
Makes this Tooth Paste  
an Exquisite**

# Beauty Bath FOR TEETH



● Delicate . . . gentle . . . fragrant . . . the dainty cleansers in Listerine Tooth Paste are combined in a special beauty formula which no other tooth paste has. You get results that simply astonish you. Many a New York and Hollywood beauty will use only this gentler, beauty-giving dentifrice.

## A Milky Bath

Listerine Tooth Paste first sweeps away from teeth and gums that greasy coat that makes them look old. Then it forms a fragrant, milky white solution that bathes the teeth from gum to tip and permits their

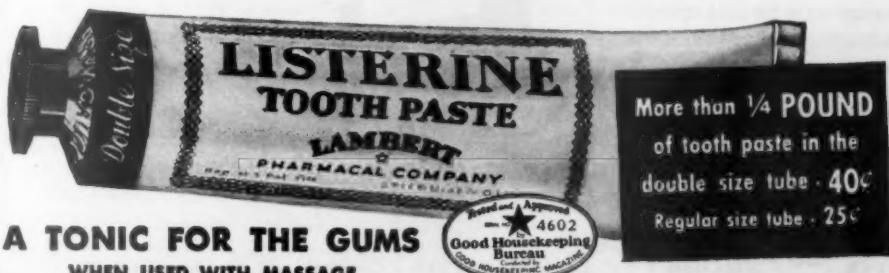
natural brilliance to stand revealed. They flash . . . they gleam . . . they attract.

## Enamel Ever Safe

You need not regard this dentifrice with suspicion. It is not too harsh, as so many are. Not one of its ingredients can possibly harm precious enamel. Actual tests show that, after the equivalent of 10 years of twice-a-day brushing, the enamel is unmarred and brilliant.

Why not see for yourself how this tooth paste beautifies your teeth? Why not try the beauty bath that famous beauties use?

LAMBERT PHARMACAL CO., St. Louis, Mo.



**"TONIGHT OF ALL NIGHTS  
YOU MUSTN'T CATCH COLD"**



*Look! Here's more help in  
**PREVENTING MANY COLDS***



**At That First Sneeze**

—or sniffle . . . or any sign of nasal irritation . . . Nature's usual warning that a cold is threatening . . . don't delay a moment.

**Quick! A few drops of  
VICKS VA-TRO-NOL  
up each nostril**

**It S-p-r-e-a-d-s**  
—blanketing this trouble zone with scientific medication, specially designed for the nose and upper throat — where most colds start.

PERHAPS you don't see yourself in the picture—but what's true of Sally's nose is true of your own nose, too.

We all have a big trouble zone in the nose and upper throat—and it's there, say medical authorities, that 3 out of 4 colds start.

Plainly, then, to help prevent colds, it's necessary to use medication that is specially designed to act on the nose and upper throat. Medication which spreads through the trouble zone where most colds begin—and grow.

You get this . . . exactly this . . . in Va-tro-nol, the original and exclusive Vicks formula.

The moment you apply Va-tro-nol—just a few drops up each nostril—you can feel its tingling medication as it swiftly spreads through your nose and upper throat.

**Aids Nature's Defenses**

Aiding and gently stimulating Nature's defenses in

this area, Va-tro-nol brings you quick relief from that irritating, sneezy feeling.

Used in time, it helps to prevent many colds, or to throw off annoying head colds in the early stages.

**Quickly Relieves "Stuffy Head"**

If neglected irritation has led to the clogged-up nose which goes with head colds—or if you have the "stuffy head" which often accompanies chronic nasal irritation—Va-tro-nol brings welcome relief.

Quickly, Va-tro-nol reduces swollen membranes, clears clogging mucus—and you can breathe again.

**Tested By Doctors**

In clinical tests including thousands of people—children as well as grown-ups—**independent physicians have tested Va-tro-nol.**

For a brief story of this clinic, in which Va-tro-nol was used as a part of Vicks Plan for Better Control of Colds, see column at right.



**Two Sizes...30¢ and 50¢**

OVER  
26  
17

**53  
MILLION VICK AIDS TO BETTER CONTROL OF COLDS USED YEARLY**

**THOUSANDS CUT SICKNESS  
FROM COLDS IN HALF!**

In the most extensive colds-clinic of its kind ever held, the thousands of followers of Vicks Plan for Better Control of Colds averaged a saving of *more than half* the sickness due to colds.

The clinic was established because Vick Chemists wanted to prove, beyond the shadow of a doubt, how well Vicks Plan works under everyday conditions, such as we all meet in our own homes.

**Fewer Colds—And Shorter!**

This clinic began in 1932. The final test was concluded in 1936. A total of 17,353 people took part in these clinical tests.

Look at the remarkable average results: Vicks Plan followers escaped one out of every four colds.

The colds they did have were shorter by more than one-fourth.

Just think what that meant in reducing total sickness due to colds—a saving of more than half (50.88%, to be exact)!

Even greater was the saving in school absences due to colds (57.86%) . . . as shown in tests among 7,031 school children.

**Group Against Group**

This clinic consisted of a series of tests. In each test, those taking part were divided into two groups—each equal, as nearly as possible, as to number, age, sex, and living conditions. One group followed Vicks Plan. Those in the other group simply followed their usual practices regarding colds.

**"Too Good to be True?"**

Results of the first two clinical tests had seemed almost too good to be true. To verify these, additional tests were made—supervised by independent, practising physicians. Records were kept under their direction, then sent by them direct to a firm of nationally-known public accountants, who tabulated and certified the results. And these results averaged better than ever!

**What is Vicks Plan?**

Vicks Plan is a practical, easy-to-follow guide, designed especially to help mothers in dealing with the family's colds. It represents the 30 years' experience of Vicks Technical Staff, specializing in the study of colds.

Vicks Plan advises healthful living, to help Nature build and maintain body resistance to colds—and, at the same time, the Plan provides proper medication for different types and stages of the common cold.

**What Can Vicks Plan  
Do for YOUR Family?**

Naturally, results vary among followers of the Plan. And what it can do for *your* family may be less—or more—than it averaged in the clinic. But doesn't its fine record in these clinical tests make it well worth trying in your own home?

You will find complete directions for following the Plan with each bottle of Vicks Va-tro-nol, your handy aid in preventing many colds, and each jar of Vicks VapoRub, your family standby for relieving colds.

**Vicks Invites You to Hear**

**Nelson Eddy Sunday Evenings**

The originators of Vicks Plan invite you to listen in to Vicks Open House—with Nelson Eddy, famous singing star of screen and radio. Every Sunday at 8:00 p.m. (EST), Columbia network—coast to coast—WABC, etc.

**Follow Vicks Plan  
for Better Control of Colds**

*(Full details in each Vicks package)*

## GOOD TASTE NEEDS CULTIVATION

(Continued from page 7)

well as the next fellow, and read all he could come across.

When my own eldest child was about nine or ten, I was convinced that reading the comics would destroy her sense of reality and beauty. We solemnly and unselfishly took the comic-sectionless *New York Times* on Sunday, though I preferred the *Herald Tribune* book reviews myself, in order to guard her from the contamination of "Pa's Son-in-Law."

After a long while, I discovered that Connie spent her Sunday mornings at the corner newspaper store, working industriously sorting Sunday papers for the proprietor. Pay: she could read all the funnies in existence. I was pretty disturbed, but there seemed little I could justly do about so thoughtful and businesslike a child—I just worried.

Well, Connie is now nineteen, and her taste in literature is irreproachable. She prefers Thomas Wolfe to Fannie Hurst, and on a recent holiday saw Gielgud's *Hamlet* in preference to the *Follies*.

It all goes to show!

As a matter of fact, I don't believe children would object to a little better art of more pointed humor in the comics. On a recent poll in the City and Country School, children of nine to thirteen named *The New Yorker* as their favorite magazine. Of course most of them don't read the printed matter—what they like is Steig and Hoff and Thurber. Also they love Mr. Milquetoast.

I feel more certain about the lasting effect on children of movies done in poor taste. Live people moving through real houses and actual scenery, and do such unreal things! There is a danger here that the young mind, trustful and unknowledgeable, may be led to expect some things from life which aren't there, and never could be.

I am not sure, as yet, whether the movies rate a credit or a debit balance in their picturization of books and the effect on the literary discrimination of children. On the red side, as an instance, I find *David Copperfield* produced to a constant accompaniment of mawkish sobs and sentimental tears, nauseating a mentally robust child and at the same time subjecting him vicariously to sorrows remote from his life. On the credit side: the unused copy of *David Copperfield* on our school library shelf was read by almost all the children who had first seen the picture, and who thus corrected themselves, with the astringency of the printed Dickens, the sappiness of the screen.

Children who listen unlimited hours

at the radio have their taste impaired very definitely—temporarily, in cases where home and school have a firm standard for them to return to; perhaps permanently, where this isn't the case. Not that there aren't good radio programs, but most children don't spend the hours between school and bedtime hearing symphonies or universities of the air. What they do listen to is the completely phony but pulse-quickenning whirr of Buck Rogers' machine hurtling into the Twenty-Fifth Century, or the tattooing hoofbeats of that prig among horses, Silver, carrying the Lone Ranger on his errands of sensational virtue.

The programs I have picked are merely typical—perhaps they are even a little better than the average radio fare offered our boys and girls. What they almost all do, it seems to me, is excite them about events remote from their lives—or from any real person's life, for that matter. As if the world as it stands had no thrilling drama to offer, these days!

I find a definite reflection at school of children's radio hours—more and more children, boys particularly, rejecting any book not full of the kind of staccato action heard over the radio.

Luckily, with many children the passionate absorption in radio is a passing phase. I have seen children who, at nine or ten, had to be limited by strict and worried parental ordinance to x programs a day; at twelve, they scarcely turned on the radio for weeks at a time. The easy sensationalism that had satisfied a desire for shared danger and thrills at nine seemed childish and untrue to the adolescent. Taste had matured.

Where home and school are secure in a standard for creative work, I think parents needn't worry. Their children will grow up to it—or surpass it, perhaps.

**G**OOD taste is a hard thing to define. Bad taste is easier. You can say right off the bat what offends you—in art, in books, in dress, in decoration, in manners—more readily than you can say what delights you by its fitness. Good taste implies suitability, I think, remembering a phrase I heard in a college philosophy course: "Dirt is matter misplaced." Loam is splendid in your garden, not on the living-room rug, tracked in by careless heels. Lipstick is usually an eminent improvement on the rather bloodless lips of forty; on those of a little girl of eleven, it becomes matter misplaced. Spike heels aren't suitable for thirteen (even if mother is fool enough to wear them), or gory fingernails. But these are all matters involving that evanescent

quantity, taste, or the use of a thing in its right place. No ethical standard is concerned, no moral code involved. Parents cannot, if they're wise, legislate or forbid in these matters. It won't work, anyway! The best we can do is to give our children a sense of choosing.

The period of decorating a room with college pennants or close-up shiny photographs of movie stars is something most children go through. It usually passes with ripening of discrimination. No matter what horrors a child wants to hang on his walls, I say: let him; it's his room. And sooner or later, if you've done a good but tacit job in living with taste yourself, your son or daughter will voluntarily take down the pennants and put away the screen heroes.

You can't forbid your son and daughter in the late teens all experimentation in sex experience, from caressing, up. Forbidding will do no good, in any case, since you can't chaperone them through life. You can only give them a standard (flexible) of discrimination, and let them go.

"Don't be a hick. Don't be provincial, and fall for the first boy (or girl) who makes a fuss over you. Wait and compare him with some others—get a little broader basis for discrimination," you say.

Nor do I think legislated manners worth a Confederate dollar. Here again good taste comes in—the only real manners spring from a child's sense of community living. You are considerate of others, grown-ups or contemporaries, because that's the only comfortable way to live. A world in which everybody scrambles for the doorway at once is undignified and disagreeable. Try the subway at five-thirty in the afternoon!

I think it silly for a child to bob up out of his chair every time an adult enters the room—worse than silly, because such "manners" indicate a lack of concentration on his own job on the part of the child, a dangerous alertness to adult comings and goings. On the other hand I'd like a child with imagination enough about others' feelings to give his seat in the bus to a man or woman with work-weary circles under his eyes.

I don't care about curtsies or hat-tipping, but I do resent the bad taste of a gang of high school students shoving into a crowded bus, boisterous and shrill, forgetful that living is cooperating and that some people on the bus may be tired and in need of quiet.

That, it seems to me, is the whole point about good taste—it is something you need to live with happily, for yourself and for your neighbors.

*This Article May Be Used to Supplement the Program Outlined on Pages 44-45*

## CREDIT FOR COLLEGE

(Continued from page 9)

daughter is actually a student in college, a long-time savings plan is proposed. Systematic savings over a ten- or twelve-year period will often solve the college problem, but a definite and early plan for such savings must be adopted.

A college savings account in a reliable bank is an immediate means of accumulating an educational fund while the child is growing up. Interest rates on savings accounts in the banks are very low at present, and bring relatively small return on money deposited. If such an account is taken out in the child's name and earmarked "For a College Education," there is an added incentive for making deposits frequently.

Saving dimes is a slow method of collecting college expenses, but one of particular interest to children. Department stores sell "dime banks" which hold five dollars and open when this amount has been saved. Children soon form a habit of saving these small amounts for a purpose, and like to watch their savings grow. As each \$5 is saved it is deposited in the bank to swell the educational account.

Trade discounts, often realized when bills are paid, may be saved for an educational purpose and accumulate to quite sizable funds. Certain mail order houses attract the trade of parents by allowing "scholarship" discounts on sales. Individuals who belong to such mutual associations as American Automobile Association, Association of Army and Navy Stores, and similar organizations save small discounts on store purchases which may be applied to college expense funds. Cash discounts received in the ordinary course of business may also be directed to paying educational costs. Such discounts, which are often lost sight of in family budgets, are worth accounting for over a long-time period.

Christmas savings is a method of saving which has been introduced in nearly every community in the United States. Each week for fifty weeks deposits are made in small amounts varying from \$1 to \$20 and the bank gives an individual receipt in a special booklet designed for the purpose. Interest rates at the present time are low—often 1½ per cent—but if \$2 is deposited regularly every week for fifty weeks, when the cash or check is delivered, the fund may well be made a Christmas gift to the child who understands that it is reserved for educational expenses and redeposited in the special savings account. One feature of the Christmas savings system is that weekly deposits must be made and the depositor forms the good

habit of visiting the bank regularly.

As an interesting innovation to savings plans, one university (Bucknell) has organized a Prepayment Plan designed to help parents and children to spread the cost of college education over a period of several years in advance and thus lighten the load for parents and students alike. "Dollars which might otherwise be wasted for trivial expenditures over the years, can thus be made to pay for the future college education, by creating a comfortable credit on the college's books against that great day when your boy or girl steps over the threshold of the 'college world.'" The university offers to parents the privilege of making payments to the treasurer of the university from time to time to be credited toward the future college tuition and expenses of their sons and daughters. The plan is simple in operation: (1) parents may enter a child at any age, from one day old, up; (2) prepayments may be made in amounts of \$1 or more at any time; (3) proper records will be maintained and a Prepayment Account Book issued to the parent; (4) accumulated interest will be credited to the account annually; (5) refunds including interest will be made when the time to enter college arrives if the prepayer cannot meet entrance requirements or does not desire to enter the university; and (6) the institution will give counsel, guidance, and inspiration to prepayers. This is a supplement and not a substitute for other savings plans.

Buying high grade bonds with educational savings has been recommended as a sound long-time investment. These bonds, if of the highest type, are often sold at a premium over and above their par value, thereby reducing the interest rate; i.e., a 5 per cent bond may sell for \$110 which is \$10 over par value, so that the interest received is actually less than 5 per cent. At present, high grade bonds which include industrial bonds, utility bonds, and railroad bonds, do not pay over 3 to 4½ per cent, but this rate of yield is subject to change with prevailing business conditions.

United States Baby Bonds may be purchased through your banker, or through the local post office. Denominations of \$25 are purchased at a discount from the face value—\$18.75; \$50 bonds cost \$37.50; and \$100 bonds may be purchased for \$75. These values increase each year to maturity when the face value is paid to the holder, ten years after the time of purchase. The yield is about 3½ per cent. Secretary Morgenthau of the United States Treasury wrote on March 1, 1936: "United States Savings Bonds offer safe and profitable investment for future needs. These bonds are free from price fluctuation and permit

definite planning for college education and careers of minor children, old age endowment for dependents, immediate cash estate, recreation, travel, or other personal use."

Building and loan associations are frequently found to offer desirable opportunities for the savings of small investors. A parent will need to be advised, however, concerning the many plans, fluctuating interest rates, and varying degrees of stability among local associations. While some associations, operating on a savings bank basis, do not require regular deposits, others are managed on the order of a Christmas savings plan, except that shares mature after ten or twelve years instead of fifty weeks. These associations originated with a purpose of aiding the man with small resources to build and own his own home, financed over a score of years on the instalment plan by small monthly payments. An association takes a mortgage (or trust) on his home, and finances the undertaking, while he signs notes as borrower. The investor, on the other hand, lends money to the association to be used in financing homes. He buys one or more shares, for which he pays a few dollars per month regularly until his shares mature after some ten or twelve years from the date of his first payment. He is then entitled to his total savings plus interest at a fair rate compounded. If a building and loan account is started when a child is seven or eight years old, it will mature by the time he is ready for college. Payments must be made regularly, however, as there is no insurance feature in case the investor dies before the payments are completed.

**EDUCATIONAL** insurance is perhaps one of the best means for a parent to save for a growing child's college education. Educational insurance is taken out *not* on the life of the child, as some think, but on the life of the wage-earner of the family with the child named as beneficiary. Thus in addition to saving money, there is also the insurance feature in case of the insured's death.

Special educational policies, written on the life of the father, mother, or friend, are payable at the time the child will be ready to enter college—usually when he reaches eighteen years of age. For example, consider a father who is thirty-five years of age and hopes to enter his six-year-old child in college when the latter is eighteen years of age. The father insures his own life for twelve years and names his child as beneficiary. One insurance company issues to the father a "deferred endowment policy" which matures in twelve years or when the child becomes eighteen years of age. For this policy the father

pays about \$75 yearly for each unit of \$1,000 insurance. The \$75 may be paid in monthly instalments of about \$6.50 which means that the father must put aside out of his pay envelope about \$1.50 weekly for twelve years. If he takes out a \$2,000 policy, he must save \$3.00 per week for twelve years; \$3,000—\$4.50 per week; and \$4,000—\$6.00 per week.

When the child becomes eighteen years old, the payments are completed and the company begins to pay back the savings according to the terms of the policy. If the policy is for \$1,000 payable in one lump sum, the eighteen-year-old boy receives the full amount in a single check. If it reads \$1,000 payable over a period of four years, in monthly instalments, the boy receives forty-eight separate checks of about \$22 each. If it reads \$1,000 payable for the nine college months for each of four years, the boy receives thirty-six checks of about \$29 each—one for each month in residence at college. Estimates of monthly checks on policies of more than \$1,000 are easily obtained by multiplying.

If a parent is older than thirty-five years, insurance rates are more; if he is younger, the rates are less. If his child (the beneficiary) is twelve years of age, the period intervening before he reaches eighteen is only six years, and consequently the parent must make larger annual payments. In many instances a parent takes out educational insurance soon after a child is born, thus lengthening the period of payments to seventeen years and greatly reducing the annual or monthly cost.

It is important also that the parent understand the insurance feature of this method of saving. If a father aged thirty-five under the twelve-year plan lives for the whole period outlined in the policy, he pays into the company a little more than \$900 for each \$1,000 of insurance. If, however, he becomes disabled and is unable to work, or dies even before the end of the first year, the policy becomes paid up and matures when the child becomes eighteen years of age, at which time the company begins regular payments according to the original terms of the policy. Thus the child is assured of an education at eighteen, even though the wage-earner may not be alive at the time.

While the variation of cost as between different companies is very slight, the variation of ages of both parents and their children is very wide, so that it is not possible to generalize on insurance costs. Any reliable company, however, will be glad to quote rates for educational insurance for parents who desire to use this form of savings to provide higher education for their children.

**NEW!**

VITAMIN D THAT IS ABSORBED BY THE SKIN IN THIS FAMOUS HAND LOTION

**WIVES WORK HARD!** Look at the way you dump out the ashes, clean the house. And your hands show it! Red. Chapped. Rough as sandpaper. Use Hinds, the lotion with "sunshine" vitamin. It softens up dry, chapped skin. Soothes tender "skin cracks." Makes your hands look smooth well-groomed, feminine again!

**BABIES!** So sweet! But they mean a lot of washing...and tender, water-puffed hands. Use Hinds, the lotion with Vitamin D. Every creamy drop does more good!



Now... Hinds brings  
hands some of the  
benefits of sunshine

The famous Hinds Honey and Almond Cream now contains Vitamin D. This vitamin is absorbed by the skin. Seems to smooth it out! Now, more than ever, Hinds soothes and softens dryness, stinging "skin cracks," chapping, and tenderness caused by wind, cold, heat, hard water, housework. Every drop—with its Vitamin D—does skin more good! \$1, 50c, 25c, and 10c sizes.

DAILY RADIO TREAT: Ted Malone... inviting you to Happiness and to Beauty. Monday to Friday, 12:15 pm E.S.T., WABC-CBS Network.

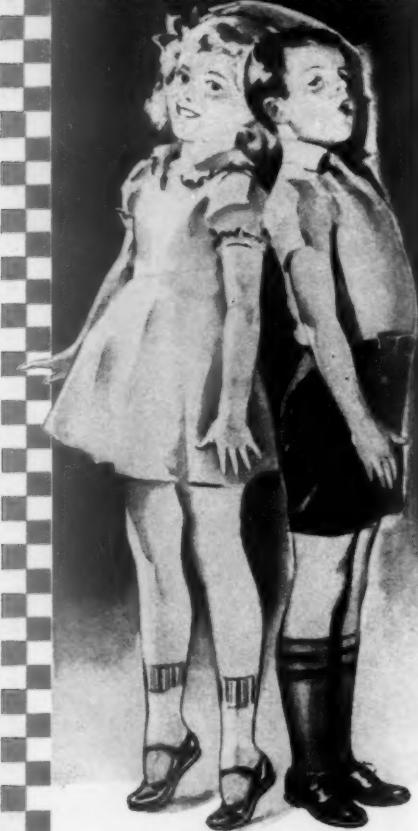
**HINDS**

HONEY AND ALMOND CREAM

QUICKER-ACTING...  
NOT WATERY!

# Mother!

## Children love to eat Ralston Wheat Cereal



Here's a hot whole wheat cereal that really "hits the spot." Body-building, energy-building, delicious!

*Best of all, Ralston  
is double-rich in vitamin B*

—the vitamin that aids digestion, stimulates appetites, promotes growth, helps prevent nervousness. Ralston costs less than 1¢ a serving. Cooks quickly, too. Ralston Purina Company, St. Louis, Mo.

**Tune in Tom Mix**  
**Ralston Straight Shooters**



**RALSTON**  
WHEAT CEREAL

5:15 P.M.  
Monday thru  
Friday . . . NBC  
Basic Red Net-  
work

## PROTECTIVE FOODS FOR THE FAMILY

(Continued from page 21)

If the breakfast eggs—fried, poached, or boiled—become tiresome, try beating a raw egg yolk into a glass of orange juice. Egg yolk is one of the few foods that contains the sunshine vitamin. Butter, egg yolk, salmon, and cod liver oil are four common foods that bear this distinction. Since so few foods contain vitamin D it might be well to add to your diet some of the irradiated foods now on the market. These contain the valuable sunshine vitamin. The children, of course, have had their cod liver oil or halibut liver oil all winter. They need it because they are building strong bones and sturdy teeth. If the children can't or won't take cod liver oil, ask your doctor to recommend one of the concentrated forms of this vitamin. It can be had in capsules, or in pills, or in an oil so potent that a few drops are sufficient for the daily needs.

### LUNCHEON

What better dish for lunch than soup and what better chance has the mother of a family to slip in an extra vitamin or two? Canned vegetables make grand soups and it is encouraging to know that the canners are awake to their jobs and have devised methods of canning that do not destroy the vitamins. One recent development in the commercial canning process is a method of exhausting the oxygen from fruits and vegetables before they are canned. The destruction of vitamins A and C during the usual canning process is due to the oxidation or burning up of the vitamins. By removing the oxygen this chemical reaction can't take place and the vitamins remain intact.

Canned puréed vegetables are on the market now. Try making a soup by mixing a can of puréed mixed vegetables with a cup of chicken stock and one-fourth of a cup of cream. Season it to suit your family. Another excellent soup can be made by boiling a medium sized potato with two or three slices of onion in two cups of water. Save the water and run the potato through a sieve. Add the liquid, a can of puréed peas, and one-half a cup of rich milk or cream. Season to taste and serve with chopped parsley and paprika on top.

A salad goes nicely with soup and is usually a potent source of vitamins. It takes no mean amount of ingenuity to concoct late winter salads. Materials are scarce but there is always grapefruit to fall back upon and nothing is better than grapefruit sections with French dressing. For variety beat a little Roquefort cheese into the dressing.

*You'll agree*

**Ry-Krisp wafers  
make any food  
taste better!**



Try these crunchy whole-rye wafers with soup, salads, cheese or drinks. They make any food taste better!

*Best of all, Ry-Krisp  
guards the waistline, too.*

Lovely Marion Talley uses Ry-Krisp as bread at every meal—to lose weight—and she now tips the scales at 107! Ry-Krisp tastes delicious—is filling but not fattening. Ralston Purina Co., St. Louis, Mo.

**Tune in  
Marion Talley Program**

5:00 to 5:30

EST

Sunday after-  
noon . . . NBC  
Red Network  
Coast to Coast



My favorite salad can be made the year around, almost, but it is especially tempting at this time of year. Soak 2 tablespoons of gelatin in 2 tablespoons of water. Dissolve this in  $\frac{1}{2}$  cup of boiling water and add 4 tablespoons of lemon juice, 1 cup of ginger ale,  $\frac{1}{2}$  cup chopped celery,  $\frac{1}{2}$  cup chopped apple,  $\frac{1}{2}$  cup seeded Tokay grapes,  $\frac{1}{4}$  cup crushed pineapple, and 2 tablespoons of chopped candied ginger. A pinch of salt improves the flavor. Chill this in a mold and serve it with mayonnaise into which has been stirred some whipped cream.

An interesting pineapple and cheese combination can be made by soaking 1 tablespoon of gelatin and  $\frac{1}{4}$  cup of cold water, add 1 cup of boiling water to dissolve the gelatin and when nearly set add  $\frac{1}{2}$  pound of grated cheese,  $\frac{1}{2}$  teaspoon of salt,  $\frac{1}{2}$  can of pimientos cut fine, and 1 cup of cream whipped. Mold in individual molds and turn out on a slice of pineapple. Decorate the plate with lettuce or watercress. Some vitamin studies on watercress show that it is loaded with all of the vitamins. Its spicy flavor makes it particularly desirable for a salad. It is good served plain with French dressing. Watercress makes good sandwiches too. Rye bread, butter, watercress, and mayonnaise makes an especially good, tart sandwich to eat with almost any kind of soup.

#### DINNER

The supply of vegetables is somewhat limited at this time of year, but let us not forget the lowly potato. Its claim to fame in the world of nutrition is its iron content. Iron is Nature's rouge and helps to keep one's blood count in the four millions where it should be. Something new in potatoes can be made as follows: cut a cross on one side of a baked potato, scoop out the pulp, mash it, season it, and then add a can of peas. Refill the shells, put a dab of butter on top, and reheat before serving.

Carrots fried in butter are a welcome variation. Just slice the carrots into a skillet and fry them as you would potatoes. It is consoling at this time of year to know that carrots do not lose their vitamin B content when stored for several months. This was proven by some experiments carried out at Iowa State College a short time ago.

Broccoli is on the market now and is an excellent green vegetable. Boil it, not too long, in salted water and with no lid on the pan. Broccoli belongs to the cabbage family and is sometimes spoken of as the green variety of cauliflower. Many people cook these strong-flavored vegetables too long a time, which only serves to make the flavor stronger and more disagreeable. Ten to fifteen minutes is

plenty of time to cook broccoli. When I want broccoli to be letter perfect, so to speak, I cook the stems and the flowerets separately because it takes the stems about twice as long to cook as the flowerets.

A very important point to remember is that vitamin A is associated with green or yellow coloring in plant tissue. Green curly cabbage, for instance, contains more vitamins than the white variety. Green asparagus is a better protective food than blanched asparagus. Miss Munsell of the Bureau of Home Economics at Washington has found that green leaf lettuce contains about sixteen times as much vitamin A as white head lettuce. So, if you really prefer head lettuce you will have to eat sixteen times as much in order to come out even.

Dinner may start with a fruit cocktail for there is no better way to squeeze in a vitamin without anyone noticing it. Try mixing ginger ale and grapefruit juice, half and half, and serve it iced. A delicious cocktail can be made of cranberry juice. Boil together equal volumes of cranberries and water, cool, and strain through cheese cloth or a jelly bag. To the juice add sugar to taste. I find that two-thirds of a cup of sugar to one quart of berries is about right, but you may want it sweeter. The amount of sugar, of course, depends somewhat on the acidity of the cranberries. Reheat the juice just enough to dissolve the sugar, cool it and serve it ice cold.

And so with just a few precautions in the selection of our foods, and with an extra effort to include salads, vegetables, and fruits in our day's menu, the children, in fact the whole family, should be able to get through the remainder of the winter without a cold, nay without even a sniffle.

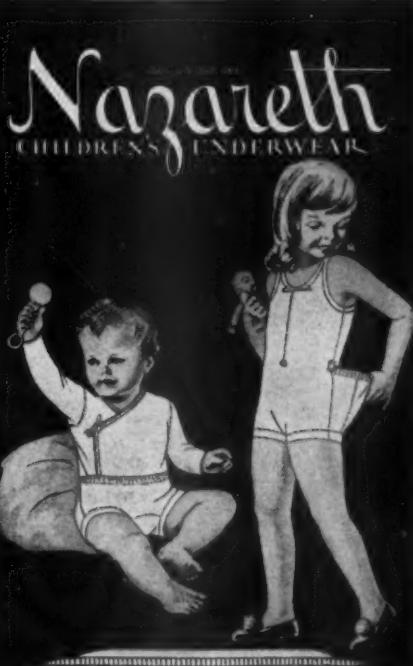
#### THE ROBINSON FAMILY

(Continued from page 17)

They may, it is true, make the gesture of "falling in love," but the real meaning of love is unknown to them; and the life of their partner, if they marry, becomes an attempt to satisfy the unreasonable demands of a husband or wife who is still a child, in that he or she has never grown out of the infantile, self-centered stage of existence.

Now, Mrs. Robinson is no downtrodden household drudge; she isn't a frightful example of oversolicitude and poorly directed mother-love. But right now, when the long pull through winter is beginning to "tell," she should think of her own health as an asset without which the whole picture of family life falls out of focus.

**Next Month:**  
**IS NANCY TOO EMOTIONAL?**



#### See these Spring Styles

Children like the modern, comfortable Nazareth styles and mothers like the service they give.

Nazareth quality, famous for fifty years, is unusual in popular priced underwear.

A variety of styles and fabrics for ages 1 to 16. Infants' shirts and panties; children's waist suits with elastic back or button style; boys' athletic shirts with abbreviated knitted trunks to match. Look for the Nazareth trademark when buying.

If your dealer cannot supply you, write for illustrated catalog.

**NAZARETH WAIST CO.**  
366 Broadway, Dept. N, New York  
Mills at Nazareth, Pa.



**Write for Catalog**



## 3,000,000 DEAF and Hard of Hearing CHILDREN

This vast army of 3,000,000 deafened children will, within a decade, be on their own. Will their deafness preclude their self-support and bar them from the livelihood for which they should now be training? This question is prominent in the minds of school teachers, nurses, social workers and physicians.

In this day and age no child should be compelled to struggle under the handicap of deafness. The "Buck Rogers 25th Century" model of the genuine Acousticon squarely meets the needs of these children. Properly fitted

it instantly gives the better hearing that they so vitally need.



### BUCK ROGERS 25th CENTURY ACOUSTICON

as worn by Buck Rogers

To anyone interested Acousticon will gladly send literature. Any child can be brought to an Acousticon office where a trial of this Buck Rogers Acousticon will quickly demonstrate its usefulness. Look in the phone book under the name Acousticon.

**ACOUSTICON** 580 Fifth Ave.  
New York

ACOUSTICON, 580 Fifth Ave. Dept. PT-3  
New York City

Send literature on your "Buck Rogers" Acousticon.

Send address of nearest office.

Name \_\_\_\_\_

Address \_\_\_\_\_

City or Town \_\_\_\_\_

## THE CHILDREN EVALUATE THEIR EDUCATION

(Continued from page 11)

mercy or the responsibility of success. It is taken for granted that successful men must be about running things while the unsuccessful find a way out as best they can. How have home and school failed to train this student to recognize social responsibility to seek the greatest good for the greatest number? Why has she a formula for life that runs about like this: Success is the pearl without price. Education brings success. Lack of education may bring you failure, which is your own fault. Rather an unquestioning acceptance of the salty philosophy that if you burn yourself, you must sit on the blister.

general construction. And now, as a crowning achievement, he is to receive the Art Academy Award for the finest design of the year.

Needless to say that Son, whom we leave speeding to college, changes his attitude toward education after hearing about Grandfather Jim and decides that "if Grandpa could become great without legs, I guess I can with two good ones." It evidently does not occur to Son or Dad that the possession or lack of legs may not determine whether one can become a great man, let alone a great artist and architect. It does not occur to either that the possession of education and determination will not, of and by themselves, confer greatness.

**A**NOTHER student writes a purely symbolic playlet wherein All-Father sorrows at the hopeless muddle his creatures have made of the World. One by one, Knowledge and Wisdom and Understanding volunteer to help Man make the best of his endowment. But Knowledge fails and Wisdom fails and only when Understanding dwells with Man does he begin to realize the possibilities of good and beautiful living.

Among so many skits depicting education to achieve material success this one deplores Man's spiritual poverty in exploiting nature's resources for "me and my wife, my son John and his wife" seems unusually mature. No other playlet presented any such lasting value of education.

**DAVID'S DIPPER**, awarded first place, reconciles the two doctrines of education for material advance and education for understanding of our world.

A passenger-carrying airplane is forced to land on a volcanic island. The plane crashes on the rock, all fresh water is lost, night comes on with a Mrs. Powell suffering from concussion. Since all flares were used in landing and every watch shattered in the smash-up, the two pilots are at their wits' ends. If they only knew the exact time, they could signal a commercial plane which they know to be due to come over the same route at a known time in the night.

A college boy named David tries to help them:

DAVID: I can tell you the time.

JIM (eagerly): Your watch escaped? Tell us quick. What—

DAVID: No, my watch was broken when we came down, but I—

TOM: College humor, eh?

JIM: Don't be hard on the lad, Tom. He's all right even though he does wear a frat pin. (Turns to David.) Run

along, kid, we're busy and we're worried. The lady's badly hurt and we've got to get help. (Muttering to himself.) If we only knew the time!

DAVID (breathlessly): But I tell you I can give you the time!

JIM: How can you tell the time on a night like this without a watch?

DAVID: Astronomy. By the stars.

TOM (grunting in disgust): Oh, yeah? The stuff that tells you when to love and when to die and when the plane goes by, huh? I've heard of it!

DAVID: Oh, no, that's astrology. The ancients believed in it, but it's not a science like astronomy.

TOM: Jim and I may be ancient in your young eyes, but we're not complete fools yet! Come on, Jim, let's try to figure some way out.

But since they have nothing to burn on this volcanic island except clothes, they must know the time to signal. Again and again David insists that he can tell the time, until Jim listens.

JIM (patiently): What makes you think it's twelve, David?

DAVID: You know astronomers gauge time by the stars. That's the way we set our clocks.

TOM: Never set mine that way. I listen for the whistle.

JIM: Go on, David.

DAVID: The Dipper goes around the Pole Star once every day as the earth turns about upon its axis. That means it will turn a quarter of the way around in six hours. All we have to know is the position of the Dipper at nine o'clock.

TOM: Uh, huh. I knew there was a leak in the Dipper somewhere.

DAVID (doggedly): It's early July. At nine o'clock in July the Dipper hangs down at the left of the Pole Star as if from a nail. Six hours later, at three, when the earth has turned a quarter of the way round, the Dipper will be standing on its bottom. It's twelve now. I know because the Dipper is halfway between these positions.

TOM (sarcastically): And when the Dipper sets on its bottom, we throw in our shirts. (A low moan is heard from Mrs. Powell.)

JIM (with quiet determination): Yes, boys, when the Dipper sets on its bottom, we throw in our shirts.

So they tell David when the other plane is due to pass over, and he tells them when that time has come.

DAVID (shouting joyously): She's coming back. She's circling around! She sees us. The plane sees us!

JIM: Wave your shirt, Davy! Wave your shirt! Here, give me your undershirts. We've got to have a big light for them to land.

DAVID: I'd give my skin to save Mrs. Powell.

JIM (slapping David on the back): I know you would Davy. (Stops abruptly, as (Continued on page 36)

# EVERBODY NEEDS PEP



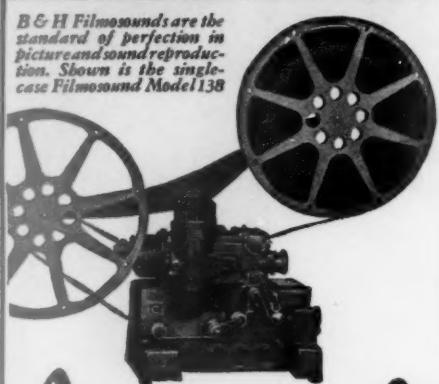
EVERBODY needs pep all right — and Kellogg's PEP 30% Bran Flakes help to supply it. Every bowlful of these crunchy-crisp toasted flakes carries vital nourishment into active bodies. Protein for sturdy growth. Vitamins and minerals for fitness. Calcium for bones and teeth. Iron for blood. There's just enough bran to be mildly laxative.

Children enjoy these golden-good flakes. They finish the bowlful without coaxing. Grown-ups who keep active and well, call for Kellogg's PEP. Always ready to eat with milk or cream. Always oven-fresh at your grocer's. Made by Kellogg in Battle Creek.

**Kellogg's  
PEP  
30% BRAN FLAKES**



B & H Filmosounds are the standard of perfection in picture and sound reproduction. Shown is the single-case Filmosound Model 138.



## A new approach

### TO AN OLD SUBJECT

Time was when we all sat at our oaken desks for painfully long periods while the geography lesson rolled along with its momentary references to multi-colored wall map and thick text book. What most of us really learned about Argentina after a half-hour's recitation is problematical.

There is a new approach to this teaching problem—an approach that takes every student on a personally conducted tour of the country under study. With a reel of motion picture film, a touch of the switch on the classroom projector, the instructor with his modern magic carpet takes his class to the spot. Every student can see for himself the country, the crops, the people, the manufactures, the historic spots of the countries he studies.

Under a convenient rental-purchase plan, every school can now use this newest, most effective of teaching techniques. Rent a Bell & Howell 16 mm. silent or sound film projector, made by the manufacturer of Hollywood's finest studio equipment. Rent from the B & H Library films by great naturalists, explorers, and educators. Should you decide to buy, rentals apply largely against the purchase price.

Write today for full information.

At the N. E. A. Convention, New Orleans, February 20 to 25, visit Booths C-4, 6, and 8 and see B & H Projectors demonstrated.

### BELL & HOWELL COMPANY

1822 Larchmont Avenue  
Chicago, Illinois

New York • Hollywood • London  
Established 1907

## THE CHILDREN EVALUATE THEIR EDUCATION

(Continued from page 35)

though struck with a new idea.) You did save her, Davy! You're the only one who knew how.

**TOM (contritely):** College boy makes good, all right! I'll have to admit he knows his dippers.

No one rewards David. No one gives him a medal or a position with the company. So far as we know, he goes on by another plane to his new job in South America. In fact, so far as this skit goes, education, like virtue, has to be its owner's reward.

**I** BELIEVE the five classes which wrote these skits, and many others I have been unable to quote from, are representative of high school students

the country over. If anything, their results in competitive writing show them to be above average in ability, power, and sense of form. Their materialism in evaluating education and their frank lack of spirituality in looking at life are therefore worthy of the careful consideration of their parents and teachers. We grown-ups are not very rapidly solving the social and economic dilemmas of modern life. An even more imperative need for solution will face these youngsters. Their brand of thinking seems to be of a piece with the materialism of their elders which has proved so inadequate. How rapidly can school and home produce an improved brand?

## GIVE YOUR CHILD A GARDEN

(Continued from page 15)

replied his father. "But let's see if any grow in the second sowing you made today."

At the end of the second month, the boy reported: "Dad, seeds of all the kinds I sowed have grown well; so I think it wasn't the seed that was poor. I believe I was right that the soil was too wet and cold for some kinds."

"That is true, so far as it goes," replied his father, "but wait until you see how they all turn out in the third test."

When that time arrived the boy was at a loss to explain why the results were just the reverse of those in the first test. He had few or no plants of peas, spinach, parsnips, onions, radishes, beets, or lettuce. When he reported, his father suggested that he look up the history of the plants—all of those—of which he had sown seed. So he went to the public library and read gardening books, encyclopedias, and dictionaries until he could tell his father:

"I know now why those seeds acted so queerly! The ones that rotted are all seeds of plants that come from warm countries. No wonder they rotted! They need drier, warmer soil than we have in early spring. That's why they sprouted well in the second and third tests. The seeds that sprouted well in the first test are of plants that come from cold countries, so they are used to damp and cold soil. They didn't sprout in the third test because the ground was then too dry and warm for them. I'm sure I'm right. Am I not, Dad?"

"Yes, Son; one hundred per cent! I could have told you in the first place; but you might have forgotten. Now that you have found out for yourself you will never forget, so you ought to be happier than if I had told you."

One of the most important lessons

this father taught his son was the preparation of the soil for sowing the seed. First, the ground was cleared of debris left from the previous year; second, a liberal dressing of well decayed manure was spread evenly on the surface; third, the ground was dug and raked.

When the boy first began to dig the garden, his father allowed him to use his tools incorrectly until he would discover for himself that he did poor work and also soon became tired.

"Suppose," said his father, "that you try to dig this way: Stand erect. Since you are right-handed, grasp the bar of the 'D' at the top of the spade handle with your right hand and place your left hand beside it. Put the ball of your left foot (the part just behind your toes) on the crossbar at the top of the blade. Now, suddenly stiffen your left leg and at the same time jerk your body downward thus forcing all your weight upon the bar of the blade. Repeat this if necessary until the blade is full depth and straight down in the ground. Stand erect again for a moment; then with both hands pull the handle backward and downward so as to pry loose a chunk of soil. Lift this out, turn it upside down in the hole where it came from, and slice it a few times with the edge of the spade to break the clods. Again stand erect a moment before you do the same work over with the next slice and chunk of soil."

It was not long before the boy discovered that the two pauses when he stood erect rested him and enabled him to do more and better work.

His father also showed him that by raking the newly dug ground when he had a strip three or four feet wide across the garden he could not only do a better job but avoid tramping on the freshly turned soil.

After he had used the rake improperly and had done bad work his father told him: "The proper way to use the rake is to start by a push and pull movement (not a downward whack!) so as to break only the tops of the clods with the tips of the teeth, then steadily work lower until the clods are completely broken and the teeth move freely their full depth through the soil without meeting any sods, weeds, stones, or other things that are not needed in the soil. These should all have been combed to the surface and removed.

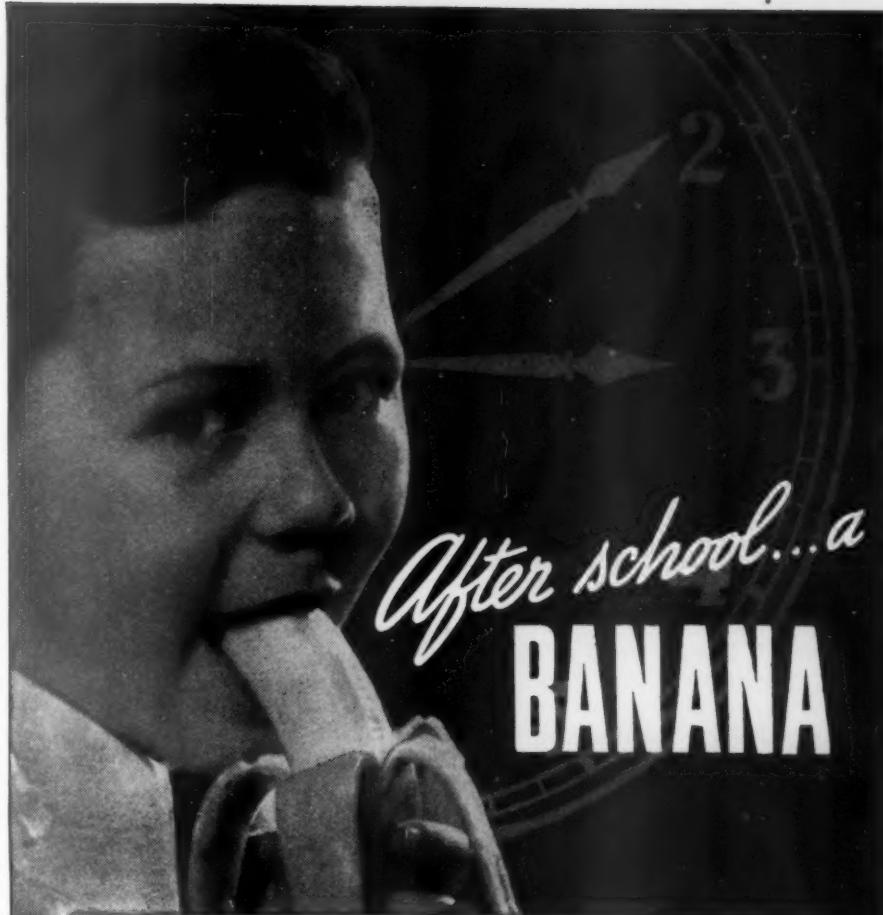
"When you discover hollows on the surface, turn the rake upside down (teeth pointing upward) and use the back to draw loose soil from the high spots near by. Then be sure to rake the the high spots again full depth of the teeth to break up buried clods in those spots. You can hardly have your garden too well raked at the start."

After the boy had chopped the soil between rows of plants with his hoe, thereby raising a lot of little mounds, missing many weeds, and making a messy looking job, his father showed him how much better work can be done by holding the hoe handle so the blade will be almost parallel with the ground, but slightly below the surface and drawn by short, strong strokes. Also he explained that by changing hands the worker may rest himself and yet keep on working!

If you have a small son or daughter you will find such indirect methods and experiments as these far more stimulative of interest than the usual hit or miss plan of doing much or most of the work yourself. For by these means the child will ask and answer many of his own questions.

The reasons why I have said practically nothing about flowers in this article are, first, that not even the quickest-growing annuals can be expected to bloom as soon as the vegetables first mentioned normally reach edible size; second, most young children are more interested in plants that they can eat than those they can only look at; third, the article I wrote for the December issue of the NATIONAL PARENT-TEACHER gives a list of flowering annuals easy to grow and fairly quick to reach blooming age; fourth, as many children will be leaving home for their vacations they will not be interested in vegetables that reach edibility after the middle of June.

Those children who have gardens that they can start in early spring and continue all summer may sow seeds of spinach, peas, beets, carrots, turnips, and onions (grown from seeds) to their list of earliest sowings, and when the time for starting the vacation garden arrives, add the list of plants to be given in the article on that subject.



## *After school...a* **BANANA**

**WHEN** children hurry home from school, they're tired and they're hungry. Be ready, Mothers, with a sweet, ripe banana!

### **EXTRA FOOD ENERGY**

Bananas are quick to satisfy those healthy little appetites. And they fix that weary feeling—for bananas are stored with the extra food energy, the vitamins and minerals that growing boys and girls need.

**BUY BANANAS REGULARLY**, as you find them in the store. If they're green-tipped or all-yellow, put them in the fruit bowl. Wait till they ripen completely, at comfortable room temperature.

When the peel has turned to golden yellow and little brown flecks appear on the skin, then the banana is just right to eat... and that's the right time to give them to your hungry boys and girls!

N.P.T. 3-37

***Mothers!* SEND FOR THESE FREE BOOKLETS**  
**FRUIT DISPATCH COMPANY**

Home Economics Department

Pier 3, North River, New York City

Please send me free:

"Bananas Take A Bow," a 24-page illustrated booklet of delightful new banana recipes.  
"Radio Bound for Banana Land," a 44-page illustrated booklet for children.

Name \_\_\_\_\_

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**UNITED FRUIT BANANAS distributed by FRUIT DISPATCH CO.**

# HELPS FOR STUDY GROUPS

by Ada Hart Arlitt

## Parent Education Study Course: The Family and the Community



### ● RADIO AS A SOURCE OF HOME AND COMMUNITY EDUCATION

by B. H. DARROW  
(See page 18)

#### I. Points to Bring Out

1. Radio is a great educational force. It serves to develop new viewpoints, to change our attitudes, and to set up new tastes and needs.
2. The types of programs which appear on the air may be controlled to a great extent by the criticisms of listeners. Radio stations are willing to vary their programs when they find out more about the real needs of the individuals whom they serve. The mail that they receive is a check on both good and bad programs.
3. A parent-teacher council, representing as it does large groups of homes, can discuss programs and make clear through its commendations or criticisms the types of program which are most valuable.
4. Broadcasts are a fine way to bring material on adult education to the areas in which it is impossible to set up adequate programs in this field.

#### II. Problems to Discuss

1. Plan some ways in which the radio may be used to create family discussions or to develop family hobbies.
2. Make a study of the programs to which your children listen, and list for discussion in your P. T. A. group those which you consider especially good or poor. A full discussion of this sort in which your Radio chairman takes part is often of great value.
3. Discuss in your P. T. A. some programs which you would like to have given over the air. Consult your state and local radio chairmen as to means of securing these radio programs.
4. What are some ways in which radio groups may be formed to listen to the National Parent-Teacher Radio Forum?

### Helps in Directing Study Groups

THE leader should have two vice-chairmen: one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is unsufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

For aids in carrying on group discussion, see the *Parent Education Third Yearbook*, published by the National Congress of Parents and Teachers, 1201 16th Street, N. W., Washington, D. C. \$1.

## FOR HOMEMAKERS

(Continued from page 23)

a hem deep enough to give several inches to let down. And look for labels and ask questions on shrinkage and fastness of color.

### THE LIVABLE HOUSE

**FAMILY FIRST-AID.** As statistics show that more accidents happen in the home than anywhere else, the homemaker should be prepared with some knowledge of minor first aid and with the equipment necessary to care for slight injuries, or, in case of more serious accidents, to do what is best until the doctor comes. It is well to follow in the home the same policy as is required in industry, namely, that every injury, no matter how slight, must be reported. There are two advantages to this routine reporting of any accident; first, that injuries may receive the proper treatment as soon as possible and so avoid infection or other complications, and second, that a prompt and accurate account of the mishap may reveal its cause and make it possible to avoid a similar mischance in the future.

The equipment for first aid should be kept together in a convenient place, perhaps in the medicine cabinet in the bathroom. But a smaller box, with supplies for treating cuts and burns, should be kept in the kitchen where many of these accidents unfortunately occur. Several of the druggist supply firms have collections of the necessary supplies all ready in a small metal box or cabinet. This is very handy but more expensive than to make one's own collection, which should contain, as a minimum, tincture of iodine to apply to slight cuts and scratches; baking soda, one of the proprietary ointments, or picric acid; gauze for burns; aromatic spirits of ammonia as a stimulant; sterile bandage in one-inch to two-inch widths, some sterile gauze for dressings, and adhesive tape; two triangular pieces of heavy 36-inch cotton cloth for bandages or slings; and a pair of blunt-ended scissors for cutting away clothing quickly.

**FLOOR COVERINGS.** With a family of children we must have floors that can be kept clean, will wear well under hard usage, and will, if possible, deaden noise. These points must for several years be more important than mere appearance. Hardwood floors, if properly protected with wax, probably do give the most wear for the money expended, but they do not absorb vibrations and do tend to make a noisy house. Rugs get out of place and may cause accidents, or someone may trip over or slip on one. There are, however, various ways of keeping rugs flat in place. One way is by using a spe-

cially woven rug cushion of moth-proofed wool under the whole rug which keeps the rug from slipping, makes it wear longer, and helps to deaden sound. Another method of making rugs cling to the floor is by cementing onto the back specially prepared thin cork pads, or, simplest of all, by sewing rubber jar rings onto the four corners.

If complete covering for the floor is desired, there is a choice of linoleum or carpet for the various rooms. Linoleum, which is made of ground cork and linseed oil, makes a quiet, warm floor. It is especially good in kitchen, bathroom, playroom, halls, and sunporch. It comes in many grades according to the method of making and the thickness. Embossed linoleum in which the pattern is printed on the pressed sheet is always less expensive, but of course does not give as good service as the pattern will wear off with continued use. In the inlaid linoleum the pattern goes way through so that the pattern remains the same even though the linoleum wears thin.

A complete carpet is an ideal covering for bedrooms and living room as it is warm, absorbs a great deal of noise, is not difficult to clean with the modern vacuum cleaners, and, on the aesthetic side, does give a finished look to a room as does no other floor covering. If a slight figure or pebbled effect is chosen, foot marks do not show. Good carpeting has always been expensive to buy and to have laid. But it is possible now to get a less expensive carpeting resembling the best broadloom in which the pile is embedded in a heavy lastex or rubber base. This gives a firm resilient foundation and one which can easily be made to fit any room and laid with a minimum of labor.

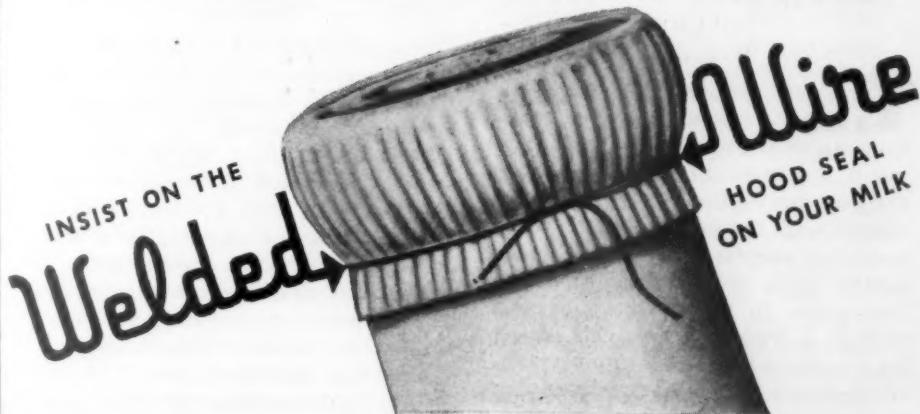
#### GOOD TIMES FOR THE FAMILY

**EASTER OBSERVANCE.** As the high point of the Easter season comes in the Sunday morning rejoicing at the marvel of the Resurrection, it seems fitting that the family should observe the day by a special breakfast. If they go to a sunrise service, a hearty breakfast served English country style would be appreciated by all on their return. Or a lighter, but specially attractive breakfast, held about nine o'clock would be possible for a family who are to attend mid-morning services. Or as a third possibility for those who wish to make it a little more elaborate occasion with guests, a meal more nearly like a buffet luncheon may be served immediately after church. In order to keep it a family celebration, however, use care in selecting the guests either by choosing a whole family of somewhat the same ages, or by having each member of the family invite one guest.

## If You Kept a COW in Your Living Room



...you wouldn't need to worry about dirt particles seeping into the milk while in transit. But—a Welded Wire Seal allows your milk to arrive at your home entirely free from germ-laden dust and contamination.



#### TAMPER-PROOF



A Welded Wire Seal locks out dirt, dust and other contamination endangering the dairy-purity of the milk left on your doorstep every day.

#### EASY TO OPEN



The Welded Wire is a modern safeguard, drawn tightly around the neck of the bottle. To remove it, simply pull down the free length of wire.

#### SANITARY



With the Welded Wire Seal, the rim of the bottle—over which the milk pours—is kept sterile-fresh. You are the very first to break the locked seal.

YOU deserve the Welded Wire Seal on your milk. If your dairy does not supply it, write, giving your dairy's name, to: Standard Cap and Seal Corporation, 1200 Fullerton Avenue, Chicago, Illinois.



# THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

## CONGRESS OBJECTS

*The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:*

*To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.*

*To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.*

## PROGRAM BASED ON STUDY OF NEEDS

### Wisconsin

LAKE BLUFF has been one of the largest parent-teacher associations in Wisconsin over a period of years. A definite effort is made to plan the program so that it represents the interests of the school. Possibly the continued success of the group is due to the great consideration that has been given to having the programs built in a cooperative way. A check list is sent out to the parents and teachers requesting their help in planning the program. They are asked to check the subjects in which they are particularly interested and these topics are considered in planning the monthly programs. The check list for 1936-37 programs asked for comments on the following subjects:

Ways of helping children appreciate the beautiful in music, art, or literature.

Ways of helping children form good habits in the home such as courtesy, promptness, and helpfulness.

Ways of insuring positive health for our children—health and vitality that are disease resistant.

How to teach children to assist in programs that will aid in bringing to the world peace and friendship.

Would you be interested in a study group for parents who want to learn more about best methods in the

rearing and education of children?

Ways of training children in the right use of money.

Ways of presenting constructive sex education to children.

How to select movies of value to our family.

Ways of making our homes more attractive and beautiful.

Learning about some of the newer methods used in schools.

How to select constructive reading material for the home.

Ways of using leisure time in the home and community.

Practical helps for mothers and fathers with children.

Do you like to have children appear on programs, in class activities, glee clubs, etc.?

All the suggestions received as a result of this questionnaire were weighed carefully in forming the year's program.—BEULAH D. KOBLE, *Principal, Shorewood Public Schools, Milwaukee.*

## VARIED ACTIVITIES IN LOCAL UNITS

### New York

The activities of the following parent-teacher associations of the Finger Lakes District illustrate what smaller units may accomplish:

Bostwick Road, a one-room rural school, organized a parent-teacher unit last year, with a membership of fifteen. Under the sponsorship of this unit, which was, of course, without money, citizens of the community contributed materials and labor sufficient to fill in and landscape the school yard, to move the toilets back, and to secure electric lights for both the school and the community. The local board of education, seeing the value of the improvements already made, added a new roof and a new porch to the school building and gave its interior a coat of paint.

The Waterloo P. T. A., realizing that the canal was not a suitable skating place for boys and girls of their community, prepared to finance, if necessary, the construction and maintenance of an ice-skating rink. However, the membership of this unit created such a sentiment in favor of this skating rink that the city fathers took it over, financing it at city expense.

A two-room school at West Danby boasts a newly organized P. T. A. of

eleven members which has, already, by arousing community interest, succeeded in increasing the school board from one to three members, has secured electric lights, a fire escape, and sanitary toilets for the school building, and has made possible the continuance of advantages of a near-by city school for the seventh and eighth grade pupils of the West Danby School.

• • •

The Skaneateles P. T. A., seeing the need of a life guard for the protection of young swimmers during the summer months, provided such an officer. The following year the town board paid one-half of his expense and since that time it has paid his entire salary. During the past two seasons the P. T. A. has provided an instructor in swimming and life-saving.

• • •

The Ludlowville P. T. A. has done outstanding hospitality work. Friendly contacts have been made by members of the unit through calls in homes, at P. T. A. meetings, and by sending messages to the sick and distressed. Having a membership of fifty-six, the unit boasts an average attendance at meetings of over seventy-five.

• • •

The P. T. A. of the James M. Grimes School in Mt. Vernon has been at work in a very real way in developing a greater number of trained and intelligent mothers through the use of the NATIONAL PARENT-TEACHER.

The following is a story of the activity, by the magazine chairman, Mrs. Marion B. Dickinson:

"Many mothers who were solicited hesitated on account of the yearly subscription price but agreed to pay for the magazines monthly. From the P. T. A. treasury, \$26.25 was advanced for the thirty-five copies that are mailed to the school each month. One of the teachers volunteered to attend to the monthly magazine delivery and to the collection of ten cents for each copy. Pupils take the magazines home and bring the money back to her.

"On the third Tuesday of each month a meeting for discussion of the current issue is held. A different teacher is assigned to represent the faculty at each meeting, although she is not in charge of the meeting.

"It is because we are sure the NATIONAL PARENT-TEACHER is a fine influence upon our mothers that we are

willing to undertake this procedure. The fact that our magazine group has grown from ten mothers last year to thirty-five this year speaks for itself."

• • •

Acting as chaperones for school parties is a new project, but it is nevertheless a popular one in the Haverstraw P. T. A., which is compiling a list of mothers willing to chaperone school groups in their social activities. The security other mothers will feel when their young people are under this care, and the benefit the chaperones themselves will receive in a better understanding of the life and ambitions of the adolescents of today cannot be estimated.—MRS. D. F. MACDONELL, Director of Publicity, New York State Congress of Parents and Teachers, 123 West Center Street, Medina. From the New York Parent-Teacher.

#### LIBRARY AND P. T. A. COOPERATE IN STORY HOUR

Michigan

The Story Hour for younger children, which was sponsored by the Washington Parent-Teacher Association at the Ferndale Library during the ten weeks of vacation, proved a marked success—eighty-three youngsters turning out for one session.

The Story Hour was conceived by the Ferndale librarian, in the belief that a "model" library should be available for youngsters under ten years of age to teach them how to read and play properly. The idea was transmitted to the Washington Parent-Teacher Association, which volunteered to cooperate during the summer months in a "training for leisure" project.

Two of these Saturdays the children were delighted with a puppet show, put on by fourth grade pupils.

• • •

Believing that it is no longer possible to think in terms of community, state and national relationship, but that it is international in scope, the Washington P. T. A. has launched its whole program for the coming year using for its theme, "Character Education Through Better International and Racial Understanding."

In this forum type of lecture, it is hoped to be able to foster a feeling of good fellowship through familiarizing us with the habits of living, art and music, government and economic systems and folk lore of our neighbors—world neighbors; training us and our children to keep an open mind toward the convictions and habits of all nations and realizing that each of us has a place in this large neighborhood and a responsibility to it.

Through the development of this in-



## How to travel around the world on 70 cents a day

LEISURE, many think, is the lot of only the lucky, and the money to enjoy it, the fortune of the few.

Yet even the man of modest means can someday have both.

Yes, *any* man with ten or fifteen years of earning power left—even though he earns but a moderate income—can make a financial success of his life. He can buy his own future—and virtually "on his own terms."

You, for instance, want a certain sum of money by the time you reach retiring age. Or perhaps you have a son or daughter whom you hope to send to college a few years hence. Or you'd like to have sufficient funds someday to have a business of your own.

An Investors Syndicate representative can show you how *a few cents a day* can provide any or all of these things.

He can show you how thousands of people have—by putting aside small amounts of money regularly—acquired \$5,000, \$10,000, \$25,000 or more through the Investors Syndi-

cate plan of *Living Protection*. Ask him to show how you can do this.

Ask him to show you the soundness of this plan, and how this money will be safeguarded during these years—by an institution which for nearly half a century has enjoyed the endorsement of authorities in sound finance. An institution which during every year of its entire life has met every obligation on time, when due.

Ask him to explain the *Living Protection* plan and how, by means of it, you may make secure your own future. And today, write Investors Syndicate, Dept. N. P. 73, Minneapolis, Minn., for a copy of *A New Plan of Life*—a booklet every man should read.

*Investors Syndicate agency offices in 152 leading cities, including:*

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Chicago • Birmingham • Detroit  
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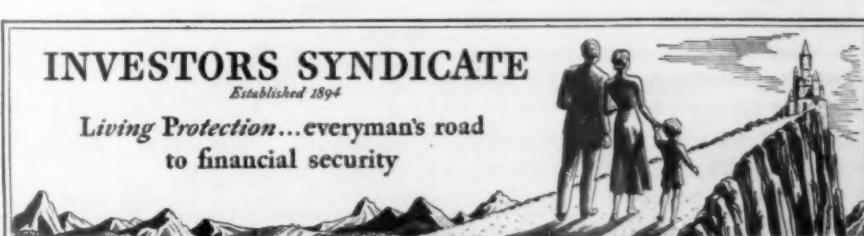
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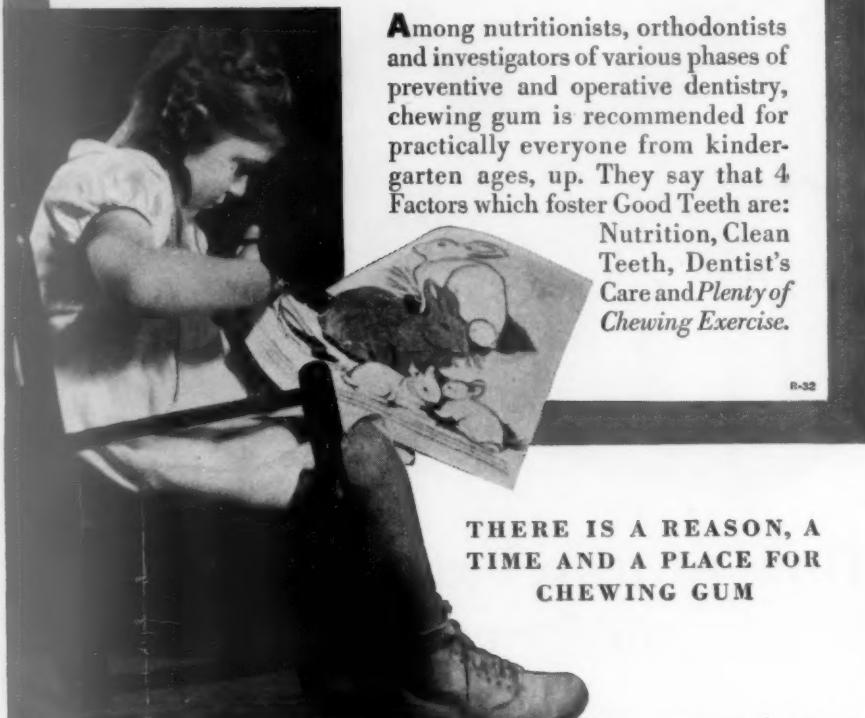
### INVESTORS SYNDICATE

*Established 1894*

*Living Protection...everyman's road to financial security*



# *Chewing Gum—GOOD FOR KINDERGARTEN AGES, UP*



UNIVERSITY RESEARCH FORMS BASIS OF OUR ADVERTISING...NATIONAL ASS'N OF CHEWING GUM MANUFACTURERS, ROSEBANK, S. I., NEW YORK

Among nutritionists, orthodontists and investigators of various phases of preventive and operative dentistry, chewing gum is recommended for practically everyone from kindergarten ages, up. They say that 4 Factors which foster Good Teeth are:

Nutrition, Clean Teeth, Dentist's Care and *Plenty of Chewing Exercise.*

R-32

**THERE IS A REASON, A  
TIME AND A PLACE FOR  
CHEWING GUM**

## **What Do You Think?**

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the best ways to help children to develop good taste? 6, 7, 29.
2. What are the outstanding factors in boys' and girls' evaluation of an education? 10, 11, 34.
3. How can we give children real and lasting courage? 13.
4. How can we best give a child an understanding of different plants and how they grow? 15, 36.
5. What are some of the reasons why older girls don't bring their friends home? 16.
6. What are some of the outstanding differences between rural and urban parent-teacher associations? 24.
7. What are some of the good ways in which parents can save for their children's college education? 30.
8. What are some of the protective foods which are particularly necessary at this time of year? 32.

## **Parent-Teacher Radio Forum**

March 3

*"Emotional Development in Children."*

JOHN E. ANDERSON, Director, Institute of Child Welfare, University of Minnesota.

March 10

*"The Connection Between Mind and Body Growth."*

BERT I. BEVERLY, Assistant Professor of Pediatrics, Rush Medical College.

March 17

*"Fitting the Course of Study to the Child's Mental Development."*

CARLETON WASHBURN, Superintendent, Public Schools, Winnetka, Illinois.

March 24

*"Education and Mental Growth."*

FRANK N. FREEMAN, Professor of Educational Psychology, University of Chicago.

March 31

*"Athletics, Exercise and Fatigue in Growing Children."*

D. B. DILL, Associate Professor of Industrial Physiology, Harvard Fatigue Laboratory.

4:00-4:30 P.M. Eastern Standard Time. National Broadcasting Company, Blue Network

ternational and inter-racial good fellowship, it is hoped to assist ultimately in the saving of all nations from the terrors of war.—BERNICE O. MCINTOSH, Ferndale.

## **A P. T. A. HOBBY CLUB Connecticut**

In the past three years alert parents and teachers have become increasingly conscious of the expression, "The wise use of leisure." They recognize that beneficial results are obtained not only by physical activities—games and sports—but also by group or individual activities which we call "hobbies." We started a hobby club at Wilcoxson School. We stressed the point that only children with few or no outside activities—dancing, music, etc.—were to join the club. Our leaders were mothers who volunteered their services and time, and two older boys, who were of great assistance in airplane and boat building.

Our program was a threefold one: to include first an individual hobby; second, a school museum; and third, a log book. The first was up to the child within the limits of leadership; stamp collecting, sewing, knitting, model airplane and boat building, and post card collecting were chosen. The school museum consisted of objects, pictures, etc., of interesting places or things, brought in by the children and given or loaned to the school. The log was to be a record of the year's program, parties, and trips of the club. Each child was asked to write an account of the parties and hikes, and while these were extremely crude in most cases, some were excellent, and incorporated in the log. Toward the end of the year we started a collection of autographs of famous people for the log, and now have several fascinating ones.

The objects toward which we aspired to increase the worthy use of leisure time, to stimulate interest in a hobby, which might develop into a lifelong project, to teach perseverance, and to learn through play. Stress was laid on quality, rather than quantity, on correctness of classification, on the scope of information, on uniqueness and beauty. Simple terms were used and emphasized in dealing with the children.

In order to maintain interest and stimulate attendance at the weekly meetings, the children arranged amateur parties, hikes, games, etc. Parties were held at Hallowe'en, Christmas, and Washington's Birthday. We had three hikes, one in the fall and two in the spring. One of the latter was a hot-dog roast. We had our trip to the Peabody Museum, which stimulated interest and encouraged children to visit it by themselves. In May, on the Achievement Night program of the

P. T. A., prizes were given by them for attendance and excellence of work. Outside judges eliminated any possibility of favoritism. In the case of the stamp group, each child showed "such good work that each collector deserves recognition."

There were seven stamp books, eight knitted articles, six sewing sets, five airplanes, and one boat; two post card, one button, and one match folder collection. Some failed to complete their activity, but attended regularly and received some benefit, if not prizes. When exhibited, the school museum attracted much attention, and included objects of informative value to parents as well as children.

As mothers, we know our children's knowledge was increased informally and pleasantly. As leaders, we realize a great deal of work was done both by the children and ourselves. And in spite of the work, we all had a very good time.

Our Log Book was exhibited at the state convention in the fall. The cover design of the book was done by one of the club members, and is the same design as the Hobby Club pin.—MRS. LEWIS WHITNEY, *Chairman of Hobby Club Activity, Wilcoxson School. From the Connecticut Parent-Teacher.*

#### CHOOSING A COLLEGE Massachusetts

A "College Choosing Day" was recently sponsored by the Classical High School Parent-Teacher Association at Springfield. Afternoon and evening sessions were held, at which representatives from fifty-two colleges discussed the work of their institutions with prospective students. Each college was assigned a classroom and the room numbers, institutions, and names of the representatives were listed on mimeographed sheets, distributed by the pupils, who also acted as guides.

Interviews were personal and provided opportunity for answering questions pertaining to courses, scholarships, expenses, and general training. More than 1500 pupils made applications for interviews in advance.

Motion pictures showing college buildings, campus, classrooms, etc., were shown to the pupils during the day. In addition to liberal arts and technical colleges, civil service courses, hospital and business training courses were also included. Members of the P. T. A. acted as hosts, assisting parents and pupils to secure the information they desired.—MRS. PAUL KELSEY, *President, Massachusetts Parent-Teacher Association, Inc., Room 1016, 80 Boylston Street, Boston.*

#### DENTAL PROJECT Arizona

The Eager local P. T. A. put on a

## "Many a career has started on a CORONA" . . .

Most parents know the fascination a typewriter holds for all children. Do you know, too, how much a typewriter can help even a six-year-old in reading, writing, spelling, and building priceless habits of clear and ordered expression? And have you seen these amazing new 1937 Coronas? *Your dealer has them!*



*Take it with you ANYWHERE  
through life...*



**CORONA**

**THE FIRST  
PORTABLE!**

L C SMITH & CORONA TYPEWRITERS INC  
Desk 8, 127 Almond St., Syracuse, N. Y.

Please send me  free booklet describing all Corona models  name of nearby dealer from whom I can buy Corona for as little as \$1.00 a week.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

Dental Project for all in the community. The P. T. A. paid one-third of the cost for dental work done for the school children, the school board paid one-third, and the parent one-third. One hundred and eighty-four children were examined free of charge. One hundred and two received treatment. Forty-nine adults received treatment at greatly reduced prices. The money for this work was raised by giving a play and by serving dinner at the polls on election day. We hope to make our work in community health a continuing project and thereby be of real service to our community.—MRS. J. F. EISENHART, *Publicity Chairman. From the Arizona Parent-Teacher.*

• • •  
*This department gives concrete illustrations of what is being accomplished by organized groups of parents and teachers in carrying out the plans of National Congress chairmen for the education of children in home and school, in correcting unfavorable conditions, and in improving community environments.*



**Just Up!**

Woody Woodchuck and a host of other animals are ready to entertain the youngsters in

#### THE JUNIOR NATURAL HISTORY

*A fascinating magazine for children*

**\$1.00 the year**

*Address Jr. Membership Department  
AMERICAN MUSEUM OF NATURAL HISTORY  
79th Street at Central Park West, New York City*

#### CACTI and SUCCULENT PLANTS

For class room study, indoor dish gardens or outdoor rock gardens. Nearly all are of foreign origin. These plants have foliage in a variety of colors, and peculiar unusual shapes. Full instruction for planting and growing with each order. Sprouting leaves and cuttings of 24 varieties for only \$1.00 postpaid in U. S. A. Plants originally from Natal, Africa, Madagascar, Orient, Alps, etc.

Diamond Nursery, 3132 Cuthbert Ave., Oakland, Calif.

## F I L M   F A C T S

by Edgar Dale

A group of Cincinnati women has organized a War Film Prevention Committee. Its activities include a wide distribution of postal cards to be used in reporting films which, in the opinion of the viewer, "incite war and the militaristic spirit." The cards are printed in duplicate and are ready for signature, one to be sent to the manager of the theater where the offending picture was seen, the other to be mailed to the manager of the company from which the picture emanated. Space is provided on the card for inserting the name of the film and the name of the organization from which the card was received. Here is a new and effective way of lodging protests where they will do the most good. Write to Mrs. Albert Roth, Women's City Club, Cincinnati, Ohio, for information about this enterprise.

• • •

The new Los Angeles *Times* building became a motion picture star last June when Metro-Goldwyn-Mayer moved its cameras in to photograph every department for a novelty short, *Behind the Headlines*. The film explains the modern miracle of news coverage and transmission.

• • •

Ten thousand projectors had been purchased by German schools by the end of August, 1936, according to the *Photographic Dealer* for November. Since there are 53,943 elementary, middle, and high schools in Germany, approximately one school in every five now has a projector. In the United States, according to figures given in the new *National Visual Education Directory*, by Koon and Noble, only one school in twenty-five is similarly equipped.

• • •

An editorial in the English magazine, *World Film News*, shrewdly diagnoses the difficulty of English exhibitors in providing motion picture programs for children. "Exhibitors cannot be expected to know what appeals to children. For this knowledge they should go for advice to the child specialists—not to the figureheads of educational and juvenile organizations but to the rank and file of teachers and parents who are in daily contact with the child mind. . . . The exhibitor seems to have forgotten that to a child reality can be as dramatic and entertaining as fantasy and make-believe. Children have more sympathy for a lamb that has lost its mother than for Pluto in distress, and the chicken that tries to swallow the worm too large for its capacity is a first-class comedian."

## A PARENT-TEACHER PROGRAM

### VII.

## Good Taste

*Is good taste essential in the cultivation of character?*

*Does it contribute to happy living?*

Good taste is a quality acquired through the practice of discriminating between worthy and unworthy values of life, and through it are developed appreciation, love of the beautiful, good personal appearance, refinement, and poise.

Outlined by Ruth Thorpe

*"The ethical life for home, school, and community to promote . . . is a life that is animated by a grand outlook over human destiny as a whole. It beholds in the faces of children certain exalted promises, the fulfilling of which is worth all it costs. It desires these boys and girls to bear witness in the greatest of ways to the powers for excellence in the human spirit. It wants every love that can enter their lives—the love of beauty, of science, of happy working together—to introduce them to a love still nobler, the love of that something finest in all men which is yet to remodel our world on even statelier patterns."*—HENRY NEUMANN.

The life of every individual is marked by a rapid succession of choice. Character is developed by learning to tell the genuine from the counterfeit, the gold from the tinsel, in values and in getting into the habit of choosing the things of higher value.

The senses of smell and touch can be trained to be highly discriminating; so, also, through constant effort to discriminate between the worthy and unworthy, and to place the correct values on the significant things of life, good taste can be developed.

Good taste is acquired through opportunity for comparison and the exercise of choice. The habit of making correct choices can be developed by attention to the selection of clothes, books, entertainment, music, and friends. The kind of choices which we make in these significant matters in childhood and youth determines in large measure the kind of individual we shall later become.

Ability to make intelligent choices is more important today than in the past because life is more complex. Children and young people are forced to make more choices than were their parents in their youth. Family standards in behavior, dress, house furnishings, and other factors have undergone many changes, but they still have a definite influence on the development of the character of the child. "The environment is found to be mirrored in the character of the child, regardless of what his heredity may be."

The home is the first and most influential institution in the shaping of human destiny. The school is next in importance in this great work of molding human lives. No other institutions can cooperate so effectively in the education, character development, and personality enrichment of children as the home and the school.

The foundation of any lasting social structure is high-grade personality. The study of the psychological principles of habit formation or personality development reveals three essential steps: (1) setting up ideals; (2) creating a desire in the child to make these ideals his own; (3) promoting character growth by the actual doing to achieve these ideals. It is in the "actual doing" that choices must be made, which involve the exercise of individual judgment or good taste.

The school has unlimited opportunity for the development of good taste in children of elementary grades and boys and girls of high school age. Through the teaching of elementary science, the little child learns of the beauty to be found in nature and in art. He learns to look for the

beautiful in the things about him. Through the teaching of English which presents the best in literature, the teaching of art and music, in both of which only the best is stressed, the older boy and girl learn to appreciate the good and to make comparisons between the worthy and unworthy. In the study of the manual arts where beauty and conservatism in design, and beauty and durability of the various kinds of woods are studied and utilized; in homecraft classes where wise selection of materials and patterns for clothes and for interior decorations are taught, and where the art of homemaking is made a subject of outstanding importance, boys and girls learn to discriminate between the genuine and the counterfeit, between the ugly and the beautiful.

"After you have discarded the terms 'right' and 'wrong,' there remain two words equally compelling; 'beautiful' and 'ugly.' Whatever exalts personality is beautiful, whatever debases it is ugly."—HARRY EMERSON FOSDICK.

Beauty as a definite moral factor was fully appreciated by the Greeks. They believed that beauty meant wise balance, harmonious proportions, just relationships, and stateliness of soul. The great Greek philosophers envisaged the ideal community where all the best influences for a higher and finer life for their youth should be encouraged and should form the setting which would promote, and in no wise hamper, the best development of the young.

Questions for discussion:

1. To what extent do family stand-

ards influence the development of good taste?

2. How have the standards of good taste in conduct changed?
3. Have our attitudes toward "good" and "bad" changed?
4. Do the complex conditions of today make choices difficult for boys and girls?
5. How does a wide choice of interests contribute to character growth?
6. How can parents and teachers help youth to weigh values intelligently?

### PROGRAM FOR THE GRADE SCHOOL P. T. A.

The program for a grade school parent-teacher association may be developed on questions 1, 2, 3, 4. Dramatizations might be effectively used to demonstrate the quality of good taste in the selection of clothes for children and adults; in the furnishings and arrangement of the home; in the choice

of books, radio programs, music, and pictures; and to portray the satisfactions derived from right choices under given situations. These demonstrations should keep in mind the family of average means which after all comprises a large proportion of our population.

### PROGRAM FOR THE HIGH SCHOOL P. T. A.

Any one of the suggested questions will offer opportunity for a lively program for a high school parent-teacher association, or they may suggest other types of programs.

Dramatization of the life of some

notable person who had to make a supremely difficult choice would prove interesting.

A panel discussion by high school students based on question 2 would provide a stimulating program.

The purpose of any type of program on this subject is to stimulate the thinking of parents and teachers on the value of good taste as a factor in character growth. It is intended also to lead out into definite parent-teacher activities.

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### Next Program: Appreciation

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#### Always Belittling by Christine K. Simmons

A mother, who is a child guidance specialist, tells what it meant to her son and to the entire family when she cured herself of a habit which was interfering with happy family relationships. Many parents will find her article of great help as well as interest.

## CONGRESS COMMENTS

"PARENT-TEACHER RELATIONSHIPS" is the topic of the Parent-Teacher Section at the Department of Superintendence convention in New Orleans on Monday, February 22, 1937, at which Mrs. B. F. Langworthy is presiding.

The following state presidents are scheduled to represent their states: Mrs. Curtis Stout, Arkansas; Mrs. Howard H. Hall, Pennsylvania; Mrs. Albert L. Smith, Louisiana; Mrs. L. W. Hughes, Tennessee. Miss Mary England, National Congress Membership chairman, is scheduled to represent Alabama. Mr. C. W. Bosworth, Superintendent of Schools, Cranston, husband of the president of the Rhode Island Congress, will be Rhode Island's representative.

The following persons are scheduled to participate in the Department of Superintendence convention:

Marian L. Telford, National Safety chairman, is speaking at the section on Safety Education, February 22, as a representative of the Educational Division of the National Safety Council. Her topic is "Cooperation with National Organizations in Safety Education."

Dr. William H. Bristow, General Secretary of the Congress, participates in a panel discussion for the Department of Secondary School Principals on February 20. The subject of the panel is "School and Community Relationships." He is also scheduled to speak at the meeting of the American Educational Research Association on "Educational Research for Popular Consumption," on February 22.

The Louisiana Parent-Teacher Association and the Mississippi Congress of Parents and Teachers held a joint Founders Day celebration in New Orleans on February 19. Mrs. B. F. Langworthy, National President, and Mrs. Fred M. Raymond, National Founders Day chairman, attended.

Miss Alice Sowers, Parent Education Specialist for the National Congress, visited the following states in recent months: Pennsylvania, Ohio, Mississippi, Alabama, Georgia, South Carolina, Arkansas, Tennessee.

Miss Ellen Lombard, Home Education chairman for the National Congress, visited Oklahoma City and Tulsa

recently in the interest of parent education, as a representative of the U. S. Office of Education.

Miss Marian L. Telford, National Safety chairman, will teach a course in Safety Education at Columbia University during the summer session. This work will be done by Miss Telford in her capacity as a member of the staff of the National Safety Council.

Reports from the field indicate that the National Congress Radio Forum on Growth and Development of the Child is being enthusiastically received by hospitals and educational institutions, as well as by Congress study groups. Mrs. John Sharpless Fox, associate Radio chairman, writes: "Enthusiastic reports are coming in from many states. One reports 1000 listening groups; another, 600."

National Life Memberships have been presented by the New York State Congress of Parents and Teachers to Mrs. Ralph E. Brodie, State President, and Mrs. Frederick M. Hosmer, President of the Child Welfare Company, Congress Publications chairman, and a former president of the New York State Congress.

Mrs. Mary T. Bannerman, National Legislation chairman, has an article on "Christian Citizenship" in the January issue of the magazine, *Woman's Home Missions*, published by the Woman's Home Missionary Society.

At the annual meeting of the Child Welfare Company, which was held in Washington, January 16, the officers were re-elected as follows: Mrs. Frederick M. Hosmer, President; Mrs. B. F. Langworthy, Vice-President; Mrs. Hamilton Shaffer, Secretary; Mrs. Simon S. Lapham, Treasurer. In addition to these persons, the directors elected are Mrs. Raymond Binford, Mrs. Hugh Bradford, Mr. J. W. Faust, Mrs. E. C. Mason, Mrs. J. K. Pettengill, Dr. William McKinley Robinson.

Mrs. B. F. Langworthy was elected Consulting Editor and Frances Ullmann, Acting Editor. Mary Ferre was re-elected Circulation Manager, and Eleanor Twiss, Business Manager.



Reading, as usual, from left to right—Mrs. E. C. Mason, retiring Editor of the NATIONAL PARENT-TEACHER; Mrs. B. F. Langworthy, Consulting Editor; Mrs. Frederick M. Hosmer, President of the Child Welfare Company

# BOOKSHELF

by WINNIFRED KING RUGG

THOUGH Willystine Goodsell's *PROBLEMS OF THE FAMILY* has without doubt been used by readers of this magazine for eight years as a book for study and reference, it is fitting to speak of the new edition which has just appeared (New York: D. Appleton-Century. \$3.50).

The scope of this substantial work by an associate professor of education in Teachers College, Columbia University, covers the historical and anthropological aspects of the family, social conditions reacting upon the family, and personal relationships within it. Under these heads such subjects as the impact of modern industry on the family, wage-earning mothers, birth control, divorce, and relationships between husbands and wives and parents and children are viewed in the light of the most recent available data and common sense. New elements in the revised edition consist in bringing the information up to date, and in further emphasis upon the effect of social conditions, and upon the right development of personality in the members of the family.



Bassoon and Contrabassoon, from *The Magic World of Music*, by Olga S. Stokowski

ance. "How does one achieve maturity? By preventing or eliminating unpleasant and dangerous patterns of egocentricity and by learning the art of swallowing bitter medicine." Just what the causes are that make one egocentric (self-centered) and how they may be prevented is the theme of the greater part of this book. Its philosophy, baldly stated, sounds a little harsh, but what severity there may be is directed toward those responsible for the guidance of growing boys and girls rather than toward youth itself. The book is worth reading.

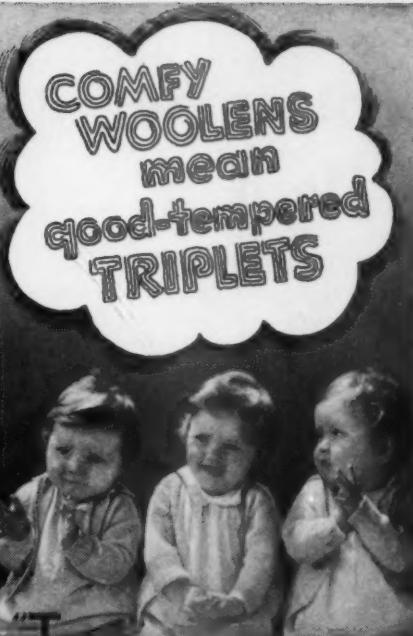
• • •  
The same goal of genuine growing up is the aim of *UNTYING A APRON STRINGS*, by Helen Gibson Hogue (Chicago: Character Associates. \$1). Mrs. Hogue points out some of the symptoms of emotional immaturity—as in the boy who likes to show off, the girl who gets her own way by being sick, the person with a negative attitude, the one who thinks he is persecuted, the one who tortures himself with the fear that he

is inferior to his friends. She traces these disturbances to their sources, and in many cases finds that the cause of the child's immaturity is the immaturity of the adults who are responsible for his guidance—parents and teachers. Then comes some advice to adults who want to help young people to make their adjustments, and a plea to the church to muster its resources and acquire new knowledge in order to help individual souls to free themselves from their emotional tangles. The book's great merit lies in its complete simplicity and unmistakable evidence of wide, first-hand experience.

• • •

## THE NORMAL CHILD

Bernard Sachs, in *KEEPING YOUR CHILD NORMAL* (New York: Paul B. Hoeber, Inc., Medical Book Department, Harpers. \$1.50), sounds an emphatic warning against what he calls "the salacious doctrine of the



Thanks to Lux, blankets, sweaters, stockings, flannels are still soft after many washings," says the mother of Allen, Ellen and Edwin. "I know it's the best there is for baby clothes. Neither my first two nor the triplets have suffered from painful rashes, because Lux has none of the harmful alkali that makes stronger soaps so irritating."

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## READING WRITING and SPEECH PROBLEMS IN CHILDREN

By Samuel Torrey Orton, M.D.

A careful study of disorders in the development of speech, of reading and of writing in children, by a physician who has specialized for many years in neurology and psychiatry. Illustrated. \$2.00

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We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

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Austrian School." By this he means that too much attention is being paid in books on child training and in parents' groups to sex education. Why not spend some of that time and effort on education for honesty, asks Dr. Sachs.

His book is a revised edition of *The Normal Child*, published ten years ago. Two sections are new and all of it is revised, we are told in the light of recent research. But Dr. Sachs is not a modernist; his book performs the office of an antidote to large doses of Freudian derivation.

One way of helping along the growth of a wholesome personality is providing wholesale recreation. Aids to that are to be found in *THE YEAR ROUND PARTY BOOK*, by William P. Young and Horace J. Gardner (Philadelphia: Lipincott, \$1), and *HAVING A PARTY*, by Louise Price Bell (New York: Revell, \$1.50). The first of these books is especially for the use of group leaders in schools, religious and fraternal organizations, Y.M.C.A. and Y.W.C.A., Scouts, and rural societies. There are suggestions in it for the private hostess as well, in regard to decorations, games, riddles, and recipes; and for parties on each of the red letter days of the year. Mrs. Bell's book gives directions for somewhat more elaborate parties to be given chiefly in the home. Especially worthy of mention are her unusual ideas for decorations.

## FOR YOUNGER READERS

"For the young of all ages" Olga Samaroff Stokowski has undertaken an ambitious attempt to awaken an appreciation of music by explaining its scientific and historic origin and development. This Mme. Stokowski has done by means of a fantasy called *THE MAGIC WORLD OF MUSIC* (New York: Norton, \$2.50). The story describes the accidental trip of a Philadelphia music-master to the musicless planet Mars. There he was taken captive by the warlike King Megalothaurus, obtained his release by singing *Nearer My God to Thee*. By playing his violin and flute he roused Martian curiosity in music, and finally was instructed to fetch his entire family—twenty-eight children named for the instruments they played, and Mother Hans—in order to initiate the kingdom into the mysteries of music. What the king and court learn, children learn. The writer does not let them off easily. She writes of the physics of sound, of scales and melody, and even of counterpoint and harmony; she tells what each instrument is supposed to do in an orchestra and describes great compositions.

As an aid to understanding there is a supplementary volume called *A MUSIC MANUAL* (\$1). At that, the book

surely requires the intelligent cooperation of an adult, to enable ten-year-olds to get its full value. The beautiful and sometimes witty illustrations are by Emil Preeterius, who has designed opera sets used at Bayreuth and elsewhere.

Two volumes in *THE AMERICAN PATRIOT SERIES* give respectively the life stories of Betsy Ross and Francis Scott Key (New York: Whittlesey House, McGraw-Hill, \$1 each). The author, Helen Dixon Bates, has fictionized biography to the extent of introducing dialogue and reconstructing scenes, but apparently with an honest regard for historical accuracy and a desire to create as substantial a background of the social and political life of the times as is possible in books of about a hundred pages each, written for child readers.

Here is something special for boys, *THE BOY'S BOOK OF STRENGTH*, by C. Ward Crampton (New York: Whittlesey House, McGraw-Hill, \$2). Dr. Crampton was for several years chairman of the Committee of Physical Education of the National Congress of Parents and Teachers and has long conducted the "Keeping Physically Fit" page in *Boys' Life*. He is a doctor, a founder of the Public School Athletic League, and is heart and soul interested in boys. Parts of his book first appeared in *Boys' Life*. All together it is intended "to help you (boys) make the best you can out of the best you have." It gives a training schedule which includes the use of exercise, fresh air, and diet, and all of it is written in the lively, man-to-man style that boys demand. Dr. Crampton does not confine himself to athletic exercise and ways of developing muscle but writes on health in general. There are probably about a million boys looking for that chapter on keeping the face clear of pimples.

"Written and illustrated by Armstrong Sperry" means something to boys and girls. It means the adventure, vivid writing, spirited drawing of his earlier *All Sails Set*, and now of *WAGONS WESTWARD* (Philadelphia: Winston, \$2), a story of the westward migration in 1846. The young hero is a Missouri boy who saw people from the north, south, and east pouring into his town of Independence and pouring out again. He went along, too, learned to know Indians, Mexicans, scouts, voyageurs, homesteaders, and the excitement, fun, and danger of the trail. It is safe to guess that it is the kind of book that will be read more than once.